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ABSTRACT

An articulation program was developed in Reading, Massachusetts, for the progression of special needs students from elementary school to junior high school and from junior high school to senior high school. The procedure involved inservice workshops, interschool conferences between special needs and regular education staff, and parent involvement in identification of needs and monitoring out of school behavior. Behavioral objectives fell into four categories (sample objectives in parentheses): student (cooperate 80% of the time during class discussions and activities); Grade 6 and Grade 8 special needs teachers (acquaint regular classroom teachers with the perceptual motor handicaps of each special needs student); Grade 7 and Grade 9 special needs teachers (acquaint each special needs student with the school facilities); and parents (attend individual parent-teacher conferences to review the student's performance in home activities). Eighty percent of the articulation objectives were achieved by 100% of the special needs students. One hundred percent of the special needs teachers met 100% of the objectives identified for them. Parents met 100% of the developmental objectives, but only 60% of the daily recordkeeping ones. Nevertheless, the articulation experience was positive for students, teachers, and parents, all of whom requested this program be repeated in succeeding years. Appendixes contain teacher interview forms, the Leiter Student Performance Scale, a parent checklist, a copy of the replication manual, contracts for success oriented classrooms, student profiles, and an individualized education plan form. (Author/SB)

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A MODEL ARTICULATION PROGRAM: COMPONENT A FOR GRADE-SIX SPECIAL NEEDS STUDENTS AND COMPONENT B FOR GRADE EIGHT SPECIAL NEEDS STUDENTS

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Submitted in partial fullfiliment of the requirements of the National Ed. D. Program for Educational Leaders, Nova University

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Two year Practicum
RIMASS Cluster
Submitted: April 21, 1981

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PREFACE

Prior to the initiation of this practicum, the articulation of special needs students from elementary to junior high school and junior high to senior high school had been traumatic for most of the special needs students, for there had been little attempt to provide an orientation that would compensate for their perceptual-motor handicaps. It was for this reason that the articulation program in this practicum was proposed.

The practicum has led to the development of a common planning team consisting of regular education teachers from each of the four major disciplines and special needs teachers as well as the use of special needs teachers on a regular basis in the classrooms. Through the relationships with the classroom teachers, the special needs teachers have become change agents for teaching strategies thus enabling special needs students to succeed in the mainstream. The articulation program has been expanded to include articulation at each grade level.

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Abstract The development and implementation of a procedure to provide an articulation program for the progression of special needs students from elementary school to junior high school and from junior high school to senior high school was initiated in January 1979. The procedure consisted of the facets: (1) inservice workshops, (2) inter-school conferences between special needs and regular education staff, and (3) parent involvement in identification of needs and monitoring out-of-school behavior. Eighty percent of the articulation objectives were achieved by 100 percent of the special needs students. One hundred percent of the special needs teachers met 100 percent of the objectives identified for them. Parents met 100 percent of the development objectives but only 60 percent of the daily record keeping ones. Nevertheless, the articulation experience was positive for students, teachers, and parents, all of whom requested that this program be repeated in succeeding years. Included in this report are a review of the significant research; student, teacher and parent behavioral objectives; articulation activities; and a manual for use in replicating the program.

THE DEVELOPMENT AND IMPLEMENTATION OF A MODEL ARTICULATION PROGRAM FOR GRADE SIX AND GRADE EIGHT SPECIAL NEEDS STUDENTS

I. THE PROBLEM

A. Introduction

Reading, Massachusetts, an upper middle class community fifteen miles north of Boston, has a grade six special needs population equal to approximately four percent of the sixth grade student body and grade eight special needs population equal to approximately six percent of the eighth grade student body. The label Special Needs encompasses characteristics that range from profound multiple handicaps to such minor handicaps as a mild speech impediment. With the passage of Public Law 94-142, all special needs students must be provided an adequate and appropriate free public education. The students identified in this report as special needs fall in the average intelligence quotient range (95 - 105) and have no physical handicaps. They have demonstrated difficulties in learning which stem from perceptual or perceptual-motor handicaps and are mainstreamed in the Reading Public Schools.

Mainstreaming has posed significant problems for these students. A main source of the problems has been an inability to adjust to the junior and senior high school environments. The transitions from grade six to grade seven and from grade eight to grade nine were traumatic, for there was little attempt to provide an orientation that would compensate for the perceptual or perceptual-motor handicaps. The academic

performance of two-thirds of the special needs students had suffered to the point where they received failure notices at the midpoint in the first quarter in grade seven and again in grade nine. The decline had been greater than expected by the sixth and eighth grade teachers for this period following the summer vacation from structured learning.

Major among the problems faced by special needs youngsters as they entered grade seven and grade nine were the limited provision for regular scheduling of special needs services; a school environment that contains a large cafeteria, combination lockers, and multiple classrooms; and inadequate organizational skills. Therefore, the goal identified in the two-year practicum was for the establishment of a wide articulation program to prepare the grade six special needs students for the grade seven environment and the grade eight students for the grade nine environment. A related goal was the preparation of grade seven and grade nine special needs teachers for receiving the special needs students. The practicum served as the developmental phase of a multiphase study of the transitional needs of special needs students at each grade level in the Reading Public School System.

A two-component model was initiated in September 1978; Component A, an articulation program for students passing from grade six in the Killam Elementary School to grade seven in Coolidge Junior High School; Component B, an articulation

program for students passing from grade eight in Coolidge Junior High School to grade nine in Reading Memorial High School.

The need for Component A was first identified in Killam Elementary School and Coolidge Junior High School and for Component B in Coolidge Junior High School and in Reading Memorial High School. The special needs students who passed from grade six to grade seven and grade eight to grade nine experienced marked setbacks in academic progress on arriving in the respective upper school. Therefore, these three schools were selected as sites for the model program. Killam Elementary School, a feeder school for Coolidge Junior High School, served as the site of the student preparation phase of Component A while Coolidge Junior High School served as the site for the execution phase of Component A. Likewise, Coolidge Junior High School, a feeder school for Reading Memorial High School, served as the site of the student preparation phase of Component B while Reading Memorial High School served as the site for the execution phase of Component B.

B. Identification of Need

A needs assessment of special needs students who passed from the Killam Elementary School to Coolidge Junior High School and from Coolidge Junior High School to the high school supported the initial identification of a need for an

articulation program. The assessment consisted of three components: teacher interviews, identification of the special needs students, and a two-year history of the special needs students' performance. The instruments used in gathering data were an interview form to identify grade six teachers' views of the special needs students over a two-year period of time, a questionnaire administered to grade six and grade eight special needs resource room to identify the severity of the perceptual or perceptual-motor handicaps of the entering grade seven and entering grade nine special needs students, and a summative evaluation form to summarize the history of achievement of entering-grade seven and entering-grade nine students. A growth-reference point that adjusted for summer lag was established by comparing level of achievement of special needs students with non-special needs students who fall in a comparable intelligence range. Failure in excess of the failures of these non-special needs students was considered evidence of need for the program.

C. Further Identification of Need

In the spring of 1978, six grade-six special needs students and six grade-nine special needs students suffering from perceptual or perceptual-motor handicaps were identified in grade six at the Killam Elementary School and grade eight at Coolidge Junior High School respectively. The students were representative of the grade six and grade eight special

needs students in the Reading Public Schools.

Interviews with grade six through grade nine special needs teachers identified excessive responses to a change in environment. The responses of teachers at each grade level as can be seen in Table One on page 6 fell in the same categories: insecurity, confusion, poor coordination, poor organizational skills, not remembering assignments and details as reasons for the excessive failures of the special needs students. All special needs students' parents concurred with the teacher's assessments, for they had seen evidence of similar behavior in the home. All teachers agreed that they had not focused on articulation components and concluded an articulation program was needed for the Killam Elementary School, Coolidge Junior High School and Reading Memorial High School.

Table two contains a summary of the behavioral characteristics of the grade six and grade eight special needs students. A common denominator among special needs students can be seen in the areas of the inability to separate parts from the whole, organizational problems, memory deficits, distractibility, poor coordination and difficulty with directionality. A comparison of these students' academic performance with the academic performance of the students in the comparison groups comprised of twelve grade six and twelve grade nine non-special needs students revealed

Table One

Special Needs Teachers Comments

On Student Behaviors

Grade-Six	Grade-Eight	Grade-Seven	Grade-Nine
1. Students have difficulty attending	1. Students are late to classes	1. Students have difficulty completing tasks	1. Students lack organizational skills
2. Students don't finish assigned work	2. Students forget homework assignments and materials	2. Students have difficulty accepting responsibility	2. Students are inattentive in class
3. Students are slow to respond	3. Students are impulsive	3. Students are inattentive in class	3. Students attendance to class is poor
4. Students confuse the direction of letters	4. Students ask inappropriate questions	4. Students do not complete homework assignments	4. Students effort levels are low
5. Students work is messy	5. Students materials are disorganized	5. Students are late to classes	5. Students lack study skills

Table Two

Characteristics of the Special Needs Students

Student	Inability to separate part from whole	Organizational problems	Memory deficits	Poor coordination	Difficulty with directionality	Distractibility
Grade Six Students						
1	x	x	x	x	x	
2	x	x	x			x
3		x	x			x
4	x	x	x		x	x
5	x	x	x		x	x
6	x	x	x		x	x
Grade Eight Students						
1		x	x		x	x
2		x	x		x	
3		x	x			x
4	x	x	x			x
5	x	x	x			x
6	x	x			x	x

significant differences. The comparison of those students can be seen in Table Three for grade six and Table Four for grade eight.

The seventh and ninth grade first quarter grades of the students identified in Tables Three and Four revealed that the special needs students failed more academic subjects than did the non-special students. The major subjects were English, Mathematics, Social Studies and Science as can be seen in Table Five for grade seven and Table Six for grade eight; two-thirds of the special needs students failed major subjects while no students in the comparison group failed a major subject.

II. BEHAVIORAL OBJECTIVES

The behavioral objectives for the practicum fell into four categories: (1) student, (2) grade six and grade eight special needs teachers, (3) grade seven and grade nine special needs teachers and (4) parents.

(1) Each of the special needs students will:

a. Follow an academic daily schedule with 90 percent accuracy for a two-month experimentation period.

b. Move from one classroom to another in the five-minute time period allotted 90 percent of the time.

c. Open and close the combination locks to lockers with 90 percent accuracy.

d. Select and purchase food in the cafeteria lines and pass to the eating section with 90 percent accuracy.

e. Cooperate 80 percent of the time during class discussions and activities.

Table Three

Comparison of Year-End Grades of Special and Non-Special Needs Students in Grade Six*

Student	Language	Mathematics	Social Studies	Science	Reading
Special Needs Students					
1	BA	BA	A	A	BA
2	A	BA	BA	BA	A
3	A	A	A	BA	A
4	BA	A	BA	A	BA
5	A	A	A	BA	BA
6	BA	A	A	BA	BA
Non-Special Needs Students					
1	A	A	BA	BA	A
2	A	BA	A	A	BA
3	A	A	A	A	A
4	BA	A	A	A	BA
5	A	BA	A	A	A
6	A	A	BA	BA	A
7	BA	A	A	A	BA
8	A	BA	A	A	A
9	BA	A	A	A	BA
10	A	BA	A	BA	A
11	A	A	BA	BA	A
12	BA	A	A	BA	A

*Reporting in the elementary schools is in terms of AA(Above Average), A(Average), and BA(Below Average)

Table Four

Comparison of Year-End Grades of Special and Non-Special Needs Students in Grade Eight*

Student	English	Mathematics	Social Studies	Science
Special Needs Students				
1	F	C	F	D
2	D	D	D	D
3	D	B	F	D
4	F	D	F	D
5	C	D	C	D
6	C	D	C	D
Non-Special Needs Students				
1	C	B	C	C
2	B	B	C	C
3	B	C	D	D
4	B	C	C	C
5	B	C	D	C
6	C	B	C	B
7	C	C	C	C
8	C	C	C	A
9	D	C	C	C
10	C	C	B	B
11	B	C	C	B
12	C	C	B	B

*Reporting in the junior high schools is interpreted as follows: A, Excellent, B, Above Average; C, Average; D, Barely Passing; F, Failure.

Table Five

Comparison of Grade Seven First Quarter Grades of Grade Six Students Identified in Table Two*

Student	English	Mathematics	Social Studies	Science
Special Needs Students - Grade Seven				
1	F	F	D	F
2	C	D	D	F
3	C	D	C	D
4	F	D	D	D
5	D	C	C	D
6	D	D	F	F
Non-Special Needs Students - Grade Seven				
1	C	C	C	D
2	B	C	C	C
3	B	C	C	C
4	D	C	B	C
5	C	D	B	C
6	C	B	D	D
7	B	C	C	C
8	B	C	B	B
9	D	D	C	D
10	C	D	D	D
11	C	C	C	C
12	C	C	D	D

*Reporting in the junior high schools is interpreted as follows: A, Excellent; B, Above Average; C, Average; D, Barely Passing; F, Failure.

Table Six

Comparison of Grade Nine First Quarter Grades of Grade Eight Students Identified in Table Two

Student	English	Mathematics	Social Studies	Decisions
Special Needs Students - Grade Nine				
1	0.0	0.0	0.0	0.0
2	0.0	2.8	1.0	1.0
3	1.6	2.2	1.3	2.2
4	2.8	0.0	2.2	1.3
5	1.9	1.9	1.6	1.3
6	0.0	1.9	0.0	0.0
Non-Special Needs Students - Grade Nine				
1	2.5	3.7	2.5	3.7
2	2.2	1.6	2.2	2.8
3	1.9	3.4	1.0	2.2
4	2.8	3.4	1.6	2.5
5	3.7	2.8	3.4	3.7
6	2.8	4.0	2.5	2.2
7	1.9	1.9	1.6	2.2
8	2.2	2.5	1.3	2.5
9	2.5	1.9	2.5	1.6
10	2.2	2.2	2.5	1.6
11	2.8	2.8	3.1	1.9
12	2.2	2.2	1.9	1.9

Reporting in the senior high school is interpreted as follows: 4.0 A, 3.7 A-, 3.4 B+, 3.1 B, 2.8 B-, 2.5 C+, 2.2 C, 1.9 C-, 1.6 D+, 1.3 D, 1.0 D-, 0.0 F.

f. Use classroom materials and completes assignments with 70 percent accuracy in meeting teachers' demands.

g. Pass courses at levels comparable to those of the comparison groups.

(2) The grade-six and grade-eight special needs teachers will:

a. Keep a folder containing biographical information on each special needs student.

b. Acquaint each of the special needs students with the seventh/ninth grade environment; lockers, cafeterias, schedules, and teachers.

c. Assist the special needs students in ways to organize materials: notebooks, assignments, and classwork.

d. Acquaint each parent with the student's strengths and weaknesses in preparing for seventh/ninth grade demands.

e. Acquaint regular classroom teachers with the perceptual motor handicaps of each special needs student.

(3) The grade-seven and grade-nine special needs teachers will:

a. Become acquainted with the biographical data of each special needs student.

b. Acquaint each special needs student with the school facilities: locker, cafeteria, and classrooms.

c. Meet with each parent of special needs students to identify each demand that will be made of the student.

d. Keep a record of each special needs student's performance in the seventh/ninth grade.

e. Acquaint each seventh grade teacher with the perceptual motor handicaps of each special needs student.

f. Acquaint each teacher in the regular program with the progress that each of the special needs students is making in adjusting to the school facilities: lockers, cafeteria, and classrooms.

(4) The parent will:

a. Provide a schedule of daily tasks to be completed.

b. Maintain a record of the completion of tasks on a daily basis.

c. Attend individual parent-special needs teacher conferences to review the student's performance in home activities.

d. Review the student's progress with all of his/her teachers.

III. REVIEW OF THE LITERATURE

An ERIC search did not identify any articulation programs for special needs students entering either junior or senior high school. However, James and Joan McCarthy isolated characteristics of special needs children that need to be provided for if these youngsters are to function in the mainstream of public school education. Among the more severe characteristics identified by the McCarthys were perceptual-motor impairments, general articulation difficulties, disorders of attention, impulsivity, and disorders of memory and thinking.[1] Such characteristics lead to the kind of disorders identified by the Reading teachers as responsible for the increase in failures during the first quarter of the seventh grade year.

Raymond H. Barsch emphasized that a major objective in a program for children with learning disabilities should be "to correct whatever impediments stand in the way of the child taking full advantage of the offerings of the regular curriculum."[2]

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[1] James and Joan McCarthy, Learning Disabilities (Allyn and Bacon, Inc., 1972) p.8.

[2] Raymond H. Barsch, a Movigenic Curriculum (Madison, WI. Bureau of Handicapped Children, 1965) p.6.

Barsch suggested the experiences and opportunities to learn lead to success levels if provisions for individual differences are made.[3]

Samuel A. Kirk and Barbara Bateman defined learning disability as "a retardation, disorder, or delayed development."[4] In many instances, they noted, the intelligence of such a child is essentially normal. Kirk and Batemen identified cerebral dysfunction as a factor leading to performance characterized by disorientation, memory deficits, and poor coordination. Such children, according to Harold Levy, do only part of their homework assignments, rush and seldom correct errors.[5] These children, Levy noted, seem totally unaware of their deficiencies.[6] Therefore, the usual penalities lead to no improvement in behavior.

Levy also noted that "the combined effect of disturbed thought processes in the learning disabled child is a general disorganization in the way he approaches tasks and attempts to solve problems."[7] In suggesting a way to a home environment in which a child is comfortable, Levy pointed out the importance of regularity

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3 Ibid.

4 Samuel A. Kirk and Barbara Bateman, Diagnosis and Remediation of Learning Disabilities, Exceptional Children 29, No. 2 (October 1962) p.73

5 Harold B. Levy, Square Pegs Round Holes (Little, Brown and Company, 1973) p.37.

6 Ibid.

7 Ibid.

and opportunity to be successful.[8] Regularity and success are also important in creating a school environment in which a child is comfortable and thus able to learn. Therefore, the practicum focused on acquainting the special needs students with the junior high school environment and assisting them in their organization of materials, management of time and personal care. Faculty in-service training, conference procedures, and a program for monitoring each student's progress constituted the strategy underlying the model.

IV. PROCEDURES FOR ACHIEVING OBJECTIVES

A. Practicum Design

The director of the practicum approached the special needs staff in September 1978 with her concern about the large number of special needs students receiving failing marks during the first quarter of the seventh and ninth grades. The special needs staff acknowledged her concern and were interested in ways to combat the problem. Although the special needs staff was eager to deal with the issue, they felt a strong need for guidance and support. There were additional concerns about the variance between the needs of the students moving to junior high school and those moving to senior high school. Therefore, the practicum was designed in September 1978 as a two-component model. Component A consisted of an articulation program for students passing from grade six in the

[8] Harold B. Levy, Square Pegs Round Holes (Little Brown and Company, 1973) p. 180-186

Killam Elementary School to grade seven on Coolidge Junior High School. Component B consisted of an articulation program for students passing from grade eight in Coolidge Junior High to grade nine in Reading Memorial High School.

In September 1978, grade six through grade nine special needs students were interviewed to gain information about the special needs students.[9] After identifying students' needs the director of this practicum reviewed significant research, identified the facilities for implementation of the practicum, identified significant personnel to be involved in the practicum and prepared a program of in-service training for special needs staff.

B. Implementation Of Practicum Design

Components A and consisted of four stages: Stage 1, faculty in-service training and design of evaluation instrument; Stage 2, in-school conference procedures; Stage 3, parent-faculty meetings; and Stage 4, evaluation. In September-December 1978, the practicum director initiated the practicum by developing an in-service training program for the special needs staff. The in-service program dealt with three topics: (1) Identification of special needs students' perceptual handicaps, (2) Identification of methods for assisting the perceptually handicapped students and (3) Identification of record keeping procedures for monitoring special needs students'

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[9]See Appendix A: p.50 of this report: Teacher Interview Form. Grade Six and Grade Eight Special Needs Teachers and Appendix B: p. 51 of this report: Teacher Interview Form: Grade Seven and Grade Nine Special Needs Teachers.

progress. In January 1979, the practicum itself was initiated with the introduction of Component A.

Component A:

Stage 1:

Stage 1 was initiated with the grade six and grade seven special needs teachers in January 1979. The workshops consisted of three three-hour sessions held during the months of January, February and March 1979. The workshops consisted of the following:

January 1979

Focus: Identification of Special Needs Students Handicap.

(a) Identification of Special Needs Students.

(b) Formal assessment procedures.

(c) Informal assessment procedures.

(d) Interpretation of assessment results.

February 1979

Focus: Identification of methods for assisting the perceptually handicapped students.

(a) Use of assessment results in choosing methodology.

(b) Development of program strategies and materials.

(c) Methods for implementation of program for special needs students.

March 1979

Focus: Identification of record-keeping procedures for monitoring special needs students' progress.

(a) Rationale for monitoring progress.

(b) Strategies for involving regular education staff members and parents in monitoring student progress.

(c) Development of record-keeping procedures.

During this period, the practicum director developed a Leiter scale to be utilized to assess the performance of Special Needs students in relation to behavioral objectives 1a through f. Further, the director developed a checklist for use with the parents of special needs children and interview forms for use with the special needs staff.[10] The checklist was used to assess objectives 4a through d and the interview forms to assess objectives 2a through e and 3a through f.[11]

Stage 2:

In Stage 2 of Component A, grade six special needs teachers held inter-school conferences with grade seven regular education and special needs staff members. These conferences accomplished the following: (1) acquainted the staff members with the specific handicaps of the special needs students,

[10] See Appendix D: p.53 of this report: Parent Checklist and Appendices A and B: pp.50 of this report: Teacher Interview Form.

[11] See Objectives on pp. 8, 11, and 14 of this report.

(2) familiarized the staff with the current program of the special needs students, (3) reviewed the progress of the special needs students during grade six and (4) planned grade seven programs for the special needs students. Simultaneously, grade six teachers developed and implemented a program for grade six students for articulation to grade seven. This program included the following activities:

1. The use of a map of Coolidge Junior High School to locate various rooms in the building.
2. The use of combination locks such as those that will be required in grade seven.
3. Explanation of classes and course requirements in grade seven.
4. Developed a simulated grade seven schedule of classes to follow.
5. Discussed the use of the cafeteria at Coolidge Junior High School.
6. Assisted students in organization of materials necessary for grade seven.
7. Visited Coolidge Junior High School.

Stage 3:

Stage 3 focused on the parents of the special needs students. The parents met with the special needs staff of Killam Elementary School and Coolidge

Junior High School. In addition, the grade six regular education teachers, the grade six and grade seven school psychologists, reading specialists and guidance counselors were in attendance. The purposes of the conference were as follows:

(1) To review with the parents the progress of the special needs students.

(2) To familiarize the parents with updated assessment results.

(3) To introduce the parents to the staff from Coolidge Junior High School.

(4) To acquaint the parents with the planned grade seven program.

(5) To gain from the parents any questions or concerns they have regarding Coolidge Junior High School.

(6) To develop with the parents tasks for the special needs students to carry out at home.

The data obtained during the conference are discussed in evaluation sections 4a-d on pp.40 of this report.

Stage 4:

Stage 4 of Component A, the evaluation stage, took place in June and September 1979. Four forms of evaluation were utilized to assess the achievement of the objectives (1) A Leiter Student Performance Scale to measure the special needs students objectives (objectives 1a through f),

(2) Teachers' Grade Reports to measure special needs

students academic performance (objective 1g) and to compare this performance with that of students of comparable ability but no apparent special need, (3) Teacher interview forms to assess teacher objectives (objectives 2a through e and 3a through f) and (4) A parent checklist to assess the student's performance on activities designed for use at home (objectives 4a through d).[12]

Component B:

The procedures used in Component B were the same as those used in Component A. Stage 1 was implemented in October through December 1979, Stage 2 in January and February 1980, Stage 3 in March and April 1980, and Stage 4 in May and June 1980. The only differences were those materials required to match needs created as environments changed. Even in these instances the materials were comparable. For instance, a map of Coolidge Junior High School was used to assist the grade six special needs students in identifying locations of classrooms. A map of Reading Memorial High School was used for these purposes at the junior high level.

Since the treatments during the two components were the same, the data yielded by the two sets of four stages could be compared. The patterns of data for the two components were similar, thus providing a strong base

[12]See objectives on pp. 8, 11, and 14 of this report and data in Tables Seven through Twelve on pp.25 of this report.

for drawing conclusions.

V. EVALUATION

Evaluation of the two-component practicum -- the elementary to junior high school and the junior high school to senior high school progressions -- fell into the four categories identified in the objectives section: (1) special needs student (2) Grade 6 & 8 special needs teachers (3) Grade 7 & 9 special needs teachers (4) parents. The evaluation conclusions that follow are supported by the data recorded in tables: TABLES SEVEN AND EIGHT, data assessing objectives 1a through 1f; TABLE NINE, data assessing objectives 1g; TABLE TEN, data assessing objectives 2a through e; TABLE ELEVEN, data assessing objectives 3a through f; and TABLE TWELVE, data assessing objectives 4a through d.

A. Student Behavior Objectives

1. Each special needs student will:

a. Follow an academic schedule with 90 percent accuracy during a two-month experimentation period.

Simulation activities relating experiences students would encounter at the seventh grade level were developed and utilized with the individual special needs student at the sixth grade level.[13] When the special needs students entered grade seven, there was a repetition of the simulated activities to reinforce previous learnings which led into actual experiences.

[13] See Appendix E: pp.54 of this report: Replication Manual

All special needs students in Component A achieved 90 percent or higher on objective 1a and all but two special needs students in Component B achieved 90 percent or higher on objective 1a. Those two students not achieving at the expected level did achieve at 85 percent. The results are depicted in TABLE SEVEN AND EIGHT on pages and . In conclusion, the use of simulated activities successfully enabled the special needs students to be prepared for the use of an academic schedule in the changing environment.

b. Move from one classroom to another in the five minute time period allotted 90 percent of the time.

At the lower grade level special needs students were given exercises where five-minute time periods were allotted for transition from one activity/area to another.[14] When the students entered the higher level grade, the five minute-time period became a reality.

All students in Component A achieved 90 percent or higher on objective 1b and all but two students in Component B achieved at 90 percent or higher. Two special needs students achieved between 80 and 90 percent.

[14]See Appendix E: pp. 54 of this report: Replication Manual

TABLE SEVEN

Individual Student Performance Scale

Grade Six/Seven Special Needs Students

STUDENTS	OBJECTIVE 1a Follows an academic schedule with 90 percent accuracy during two month experimentation period	OBJECTIVE 1b Move from one classroom to another in the five minute time allotted 90 percent of the time	OBJECTIVE 1c Open and close the combination locks to lockers with 90 percent accuracy.	OBJECTIVE 1d Select and purchase food in the cafeteria lines and pass to the eating section with 90 percent accuracy.	OBJECTIVE 1e Cooperate 80 percent of the time during class discussions and activities.	OBJECTIVE 1f Uses classroom materials and completes assignments with 70 percent accuracy in meeting teacher demands.
Student 1	Student 1 achieved objective 1a with 100 percent accuracy.	Student 1 achieved objective 1b with 100 percent accuracy.	Student 1 achieved objective 1c with 90 percent accuracy.	Student 1 achieved objective 1d with 80 percent accuracy.	Student 1 achieved objective 1e at the 80 percent level.	Student 1 achieved objective 1f at the 70 percent level.
Student 2	Student 2 achieved objective 1a with 90 percent accuracy.	Student 2 achieved objective 1b with 90 percent accuracy.	Student 2 achieved objective 1c with 90 percent accuracy.	Student 2 achieved objective with 90 percent accuracy.	Student 2 achieved objective 1e at the 70 percent level.	Student 2 achieved objective 1f at the 40 percent level.
Student 3	Student 3 achieved objective 1a with 100 percent accuracy.	Student 3 achieved objective 1b with 100 percent accuracy.	Student 3 achieved objective 1c with 100 percent accuracy.	Student 3 achieved objective 1d with 100 percent accuracy.	Student 3 achieved objective 1e at the 90 percent level.	Student 3 achieved objective 1f at the 90 percent level.
Student 4	Student 4 achieved objective 1a with 90 percent accuracy.	Student 4 achieved objective 1b with 90 percent accuracy.	Student 4 achieved objective 1c with 90 percent accuracy.	Student 4 achieved objective 1d with 100 percent accuracy.	Student 4 achieved objective 1e at the 75 percent level.	Student 4 achieved objective 1f at the 70 percent level.
Student 5	Student 5 achieved objective 1a with 100 percent accuracy.	Student 5 achieved objective 1b with 100 percent accuracy.	Student 5 achived objective 1c with 10- percent accuracy.	Student 5 achieved objective 1d with 100 percent accuracy.	Student 5 achieved objective 1e at the 90 percent level.	Student 5 achieved objective 1f at the 85% level.
Student 6	Student 6 achieved objective 1a with 95 percent accuracy.	Student 6 achieved objective 1b with 95 percent accuracy.	Student 6 achieved objective 1c with 90 percent accuracy.	Student 6 achieved objective 1d with 90 percent accuracy.	Student 6 achieved objective 1e at the 80 percent level.	Student 6 achieved objective 1f at the 80 percent level.

TABLE EIGHT

Leiter Student Performance Scale

Grade Eight/Nine Special Needs Students

STUDENTS	OBJECTIVE 1a Follows an academic schedule with 90 percent accuracy during two month experimentation period.	OBJECTIVE 1b Move from one classroom to another in the five minute time allotted 90 percent of the time.	OBJECTIVE 1c Open and close the combination locks to lockers with 90 percent accuracy.	OBJECTIVE 1d Select and purchase food in the cafeteria lines and pass to the eating section with 90 percent accuracy.	OBJECTIVE 1e Cooperate 80 percent of the time during class discussions and activities.	OBJECTIVE 1f Uses classroom materials and completes assignments with 70 percent accuracy in meeting teacher demands.
Student 1	Student 1 achieved objective 1a with 85 percent accuracy.	Student 1 achieved objective 1b with 85 percent accuracy.	Student 1 achieved objective 1c with 90 percent accuracy.	Student 1 achieved objective 1d with 90 percent accuracy.	Student 1 achieved objective 1e at the 50 percent level.	Student 1 achieved objective 1f at the 40% level.
Student 2	Student 2 achieved objective 1a with 90 percent accuracy.	Student 2 achieved objective 1b with 90 percent accuracy.	Student 2 achieved objective 1c with 90 percent accuracy.	Student 2 achieved objective 1d with 90 percent accuracy.	Student 2 achieved objective 1e with 80 percent accuracy.	Student 2 achieved objective 1f at the 70 percent level.
Student 3	Student 3 achieved objective 1a with 90 percent accuracy.	Student 3 achieved objective 1b with 90 percent accuracy.	Student 3 achieved objective 1c with 100 percent accuracy.	Student 3 achieved objective 1d with 100 percent accuracy.	Student 3 achieved objective 1e with 80 percent level.	Student 3 achieved objective 1f at the 70 percent level.
Student 4	Student 4 achieved objective 1a with 90 percent accuracy.	Student 4 achieved objective 1b with 100 percent accuracy.	Student 4 achieved objective 1c with 100 percent accuracy.	Student 4 achieved objective 1d with 100 percent accuracy.	Student 4 achieved objective 1e at the70 percent level.	Student 4 achieved objective 1f at the 70 percent level.
Student 5	Student 5 achieved objective 1a with 85 percent accuracy.	Student 5 achieved objective 1b with 80 percent accuracy.	Student 5 achieved objective 1c with 90 percent accuracy.	Student 5 achieved objective 1d with 95 percent accuracy.	Student 5 achieved objective 1e with 70 percent accuracy.	Student 5 achieved objective 1f with 65 percent accuracy.
Student 6	Student 6 achieved objective 1a with 100 percent accuracy.	Student 6 achieved objective 1b with 100 percent accuracy.	Student 6 achieved objective 1c with 100 percent accuracy.	Student 6 achieved objective 1d with 100 percent accuracy.	Student 6 achieved objective 1e at the 90 percent level.	Student 6 achieved objective 1f at the 85 percent level.

The data in Tables SEVEN AND EIGHT on pages depict the specific percentages achieved by each special needs students. These percentages reveal the success of the special needs students in utilizing the five-minute transition period appropriately.

c. Open and Close combination locks with 90 percent accuracy.

Special needs students were given combination locks and instructed in how to operate the locks.[15] Two types of combination locks were used in these exercises - locks which rotated right to left and those which rotated left to right. At Coolidge Junior High School and Reading Memorial High School the locks are embedded in the lockers rather than being a separate lock. Therefore, upon entrance into grades seven and nine, the students were given additional instruction for manipulating the locks.

As indicated in Tables VII and VIII all students in Components A and B achieved at 90 percent or higher on objective 1c.

d. Purchase food in the cafeteria lines and pass to the eating section with 90 percent accuracy.

Special needs students were provided with a

[15] See Appendix E: pp.54of this report: Replication Manual

simulated cafeteria experience. Students were named a specific amount of money, given cafeteria choices and asked to indicate what they would purchase for lunch.[16] At the succeeding grade level students were required to purchase lunch and eat in the cafeteria on the first day of school.

All but one student in Component A achieved the 90 percent expectancy as can be seen in TABLE SEVEN on page 25. All students in Component B achieved objective 1d with 90 percent accuracy or higher as can be seen on TABLE EIGHT, page 26. The one student in Component A who did not achieve at the 90 percent level has poor coordination (see TABLE TWO, page 7.) and had difficulty handling the cafeteria tray.

e. Cooperate 80 percent of the time during class discussions and activities.

Small groups of special needs students discussed situations related to the succeeding grade level.[17] The special needs students were required to repeat specific information and complete related activities. In Component A, all but two students achieved 80 percent or higher on objective 1e and all but three of the students in Component B achieved at the 80

[16]See Appendix E: pp. 54 of this report: Replication Manual
[17]See Appendix E: pp. 54 of this report: Replication Manual

percent level (TABLES SEVEN AND EIGHT, pages 25 and 26.)

Those special needs students who did not achieve at the 80 percent level have significant minor deficits coupled with high levels of distractibility (See TABLE TWO page 7).

f. Use classroom materials and complete assignments with 70 percent accuracy in meeting teacher demands.

Activities were prepared for the special needs students which required the use of classroom materials and had specific time lines. These requirements were broken down into simple components. Each student then received a contract for the completion of assignments.[18] In Component A, all special needs students except for one achieved at 70 percent or higher and in Component B all but two students achieved at 70 percent or higher on objective 1f (see TABLES SEVEN and EIGHT pages 25 and 26).

g. Pass courses at levels comparable to those of comparison groups.

At the grade level preceding the transition, the special needs students participated in discussions related to the expectations of teachers in the courses classes at the succeeding grade level. Report cards, mid-quarters and grades were also discussed. These

[18] See Appendix F: pp. 55 of this report: Success-Oriented Classroom: The Contractual Approach

sessions were to insure an understanding of the changing environment.

All students in Components A and B showed the achievement of grades comparable to students of similar ability but not identified as special needs students (see Table Nine, page31).

2. The grade six and grade eight special needs teachers will:

a. Keep a folder containing biographical information on each special needs students.

All special needs teachers were instructed to develop a student profile on each special needs student. The profile included the student's learning style, physical, mental and emotional strengths and weaknesses and an educational history.

All the special needs teachers prepared and maintained biographical data on each special needs student.[19] (See Table Ten, page 32). The data was compiled and shared with the seventh/ninth grade special needs teachers.

b. Acquaint each of the special needs students with the seventh/ninth grade environment: lockers, cafeterias, schedules and teachers.

[19] See Appendix G: pp. 79 of this report: Student Profiles.

TABLE NINE

First Quarter Grades: Objective 1g

	Component A: Grade Seven				Component B: Grade Nine			
Special Needs Students	English	Social Studies	Mathematics	Science	English	Social Studies	Mathematics	Decisions
1	B	D	C	D	1.0	1.6	3.4	2.5
2	F	F	D	D	2.5	1.9	1.6	1.9
3	C	C	B	B	1.6	2.5	1.9	1.9
4	C	C	D	C	2.2	1.0	0.0	2.2
5	B	C	C	C	2.2	1.9	3.4	1.9
6	B	D	C	C	3.1	1.3	2.2	2.2
Non Special Needs Students		Grade Seven					Grade Nine	
1	C	B	C	D	2.2	2.5	2.2	2.2
2	C	C	D	C	1.9	2.2	2.2	1.9
3	A	B	B	C	3.7	3.4	2.8	2.5
4	C	C	C	C	1.9	1.6	2.5	2.5
5	D	B	B	C	1.9	2.2	2.5	2.8
6	B	C	C	C	2.5	2.2	1.9	1.9
7	C	C	C	B	2.2	1.9	2.2	1.9
8	B	B	B	B	2.5	3.1	2.8	2.5
9	F	D	D	C	1.6	1.9	2.2	1.9
10	D	C	D	F	1.0	1.9	1.6	1.6
11	C	B	C	C	1.9	2.2	1.9	2.5
12	B	A	B	A	3.1	3.7	3.1	3.7

*Reporting in the junior high schools is interpreted as follows: A, Excellent, B, Above Average; C, Average; D, Barely Passing; F, Failure.

*Reporting in the senior high school is interpreted as follows: 4.0 A, 3.7 A-, 3.4 B+, 3.1 B, 2.8 B-, 2.5 C+, 2.2 C, 1.9 C-, 1.6 D+, 1.3 D, 1.0 D-, 0.0 F.

TABLE TEN

Achievement of Objectives 2a-e

Component A

Grade six special needs teachers will:

a.	b.	c.	d.	e.
Keep a folder containing biographical information on each special needs student.	Acquaint each of the special needs students with the seventh grade environment: lockers, cafeterias, schedules, teachers.	Assist the special needs students in ways to organize materials: notebooks, assignments, class-work.	Acquaint each parent with the student's strengths and weaknesses in preparing for seventh grade demands.	Acquaint regular classroom teachers with the perceptual motor handicaps of each special needs student.
Objective 2a was achieved at the 100 percent level.	Objective 2b was achieved at the 100 percent level.	Objective 2c was achieved at the 100 percent level.	Objective 2d was achieved at the 100 percent level.	Objective 2e was achieved at the 100 percent level.

Grade eight special needs teachers will:

a.	b.	c.	d.	e.
Keep a folder containing biographical information on each special needs student.	Acquaint each of the special needs students with the ninth grade en-vironment: lockers, cafeteria, schedules, teachers.	Assist the special needs students in ways to organize materials: notebooks, assignments, class-work.	Acquaint each parent with the student's strengths and weaknesses in preparing for eighth grade demands.	Acquaint regular classroom teachers with the perceptual motor handicaps of each special needs student.
Objective 2a was achieved at the 100 percent level.	Objective 2b was achieved at the 100 percent level.	Objective 2c was achieved at the 100 percent level.	Objective 2d was achieved at the 100 percent level.	Objective 2e was achieved at the 100 percent level.

The special needs teachers provided simulated activities for the special needs students.[20] These activities centered around the use of lockers, cafeterias, schedules and introduction of staff members in the succeeding enviornment.

All special needs teachers participated in presenting the simulated activities to the special needs students. The special needs students responded to these activities to varying degrees (see Table Twelve, page 42).

c. Assist the special needs students in ways to organize materials: notebooks, assignments and classwork.

The special needs teachers worked with individual special needs students and groups of special needs students demonstrating ways of organizing materials. The regular classroom teachers of the special needs students provided a situation for these students in which they could demonstrate their use of organizational skills.

All special needs teachers provided the opportunity for the special needs students to gain organizational skills. All but two of the special needs students demonstrated a 90 percent mastery of the skills

[20]See Appendix E pp54 of this report: Replication Manual.

taught. The two special needs students not achieving at the 90 percent level did achieve at the 80 and 85 percent level.

d. Acquaint each parent with the student's strengths and weaknesses in preparing for seventh/ninth grade demands.

The special needs teachers arranged individual conferences for the parents of the special needs students. Included in these conferences were the special needs staff from the school which would be receiving the student. Parents were given a written profile of their child in addition to current assessments of their child's academic functioning. Discussions were held regarding the proposed program for each special needs student. Parent's comments and concerns were taken into consideration and program changes occurred as necessary.

All parents of the special needs students attended the conferences. In both Components A and B the parents of the special needs students indicated positive attitudes toward the presence of the staff from the receiving school. The positive attitude was identified. by the direct comments of parents to the staff members.

e. Acquaint regular classroom teachers with the perceptual motor handicaps of each special needs student.

The special needs teachers developed a profile of

each special needs student.[21] These profiles were shared with the regular classroom teachers of each of the special needs students. The special needs teachers provided sessions for the regular classroom teachers to gain additional information about the special needs students. The special needs teacher also provided the role modeling of teaching specific skills to the special needs students within the context of the regular classroom utilizing the normal curriculum.

The regular classroom teachers responded to these sessions with a positive attitude and enthusiasm. The positive attitude and enthusiasm was demonstrated through the regular classroom teacher's request for additional sessions, conferences and assistance in planning for classroom activities.

3. The grade seven and grade nine special needs teachers will:

   a. Become acquainted with the biographical data of each special needs student:

      The grade seven and grade nine special needs teachers met with the grade six and grade eight special needs teachers. These special needs teachers had developed and maintained biographical information on each special needs student. Each student was discussed individually and programs were developed during the

[21] See Appendix F: pp. 55 of this report: Contracts for Success-Oriented Classroom.

conference. The programs took into consideration the special needs student's strengths and weaknesses.

All special needs teachers participated in the conferences (see Table Eleven). Further, the special needs teachers suggested that the school guidance counselors, psychologists and principals to be in attendance. Therefore, a second set of conferences were arranged to include the above-named personnel.

b. Acquaint each special needs student with the school facilities - locker, cafeteria, and classrooms.

A day was set aside during the month of May of the special needs students sixth/eighth grade year to visit the seventh/ninth grade environment. The special needs students met with the special needs teachers at the new environment. The special needs teachers escorted each special needs student through the physical facility. In September, the special needs teachers met individually with the special needs students and instructed specifically with their assigned lockers, classrooms and the cafeteria.

All special needs teachers and students participated in these activities. The special needs students responded to these activities (see Table Eight, page 26).

c. Meet with each parent of special needs students to

TABLE ELEVEN

Achievement of Objectives 3a-f

Component B

Grade seven special needs teachers will:

a.	b.	c.	d.	e.	f.
Become acquainted with the biographical data of each special needs student.	Acquaint each special needs student with the school facilities: lockers, cafeteria, classrooms.	Meet with each parent of special needs students to identify each demand that will be made by the student.	Keep a record of each special needs student's performance in the seventh grade.	Acquaint each seventh grade teacher with the perceptual motor handicaps of each special needs student.	Acquaint each teacher in the regular program with the progress each of the special needs students is making in adjusting to the school facilities: lockers, cafeteria, classroom.
Objective 3a was achieved at the 100 percent level.	Objective 3b was achieved at the 100 percent level.	Objective 3c was achieved at the 100 percent level.	Objective 3d was achieved at the 100 percent level.	Objective 3e was achieved at the 100 percent level.	Objective 3f was achieved at the 100 percent level.

Grade nine special needs teachers will:

Become acquainted with the biographical data of each special needs student.	Acquaint each special needs student with the school facilities:	Meet with each parent of special needs students to identify each demand that will be	Keep a record of each special needs student's performance in the ninth grade.	Acquaint each ninth grade teacher with the perceptual motor handicaps of each special needs student.	Acquaint each teacher in the regular program with the progress each of the special needs students is making in adjusting to the school facilities: lockers, cafeteria, classroom.
Objective 3a was achieved at the 100 percent level.	Objective 3b was achieved at the 100 level.	Objective 3c was achieved at the 100 percent level.	Objective 3d was achieved at the 100 percent level.	Objective 3e was achieved at the 100 percent level.	Objective 3f was achieved at the 100 percent level.

identify each demand that will be made of the student.

The special needs teacher arranged individual conferences for the parents of the special needs students. The conference was a follow-up to the joint conference which was held with the grade six and grade eight special needs teachers. Parents were given the students program and each regular classroom teacher outlined his/her expectations of the student. An individual educational plan was presented to the parents which outlined the goals and objectives to be achieved with the student.[22]

All parents of the special needs students attended the individual conferences. Parents showed approval of their child's program by accepting and signing the individual educational plan.

d. Keep a record of each special needs student's performance in the seventh/ninth grade.

Special needs teachers arranged to meet with the regular classroom teachers at least one time per month. The meetings focused on the progress of each special needs student in their classrooms.

The special needs teachers kept a file on each special needs students. The files contained work samples, grade reports, ancedotal records of teacher and

[22]See Appendix H: pp. 83 of this report: Individual Educational Plan.

parent meetings and current evaluations of academic performance. All files were examined and found to be complete.

e. Acquaint each seventh grade teacher with the perceptual motor handicaps of each special needs student.

The special needs teachers developed a profile of each special needs student. These profiles were shared with the regular classroom teachers of each of the special needs students. The special needs teachers provided sessions for the regular classroom teachers to gain additional information about the special needs students. The special needs teacher also provided the role-modeling of teaching specific skills to the special needs students within the normal curriculum.

The regular classroom teachers responded to these sessions with a positive attitude and enthusiasm. The positive attitude and enthusiasm was demonstrated through the regular classroom teacher's request for additional sessions, conferences and assistance in planning for classroom activities.

f. Acquaint each teacher in the regular program with the progress that each of the special needs students is making in adjusting to the school facilities: lockers, cafeteria and classrooms.

The special needs teachers met with the regular

classroom teachers after one month of school to review the special needs students progress. All regular classroom teachers with special needs students in their classrooms attended the meetings.

The discussions were presented to the regular teachers with the special needs students adjustments to the physical facilities. In fact, the discussions not only included adjustments to the physical facilities but also included the social, emotional and academic progress the students were achieving. Teachers indicated their need for continuing such discussions throughout the school year. Subsequently, arrangements were made for the special needs teachers and the regular classroom teachers to meet one time per month. In addition, an open door policy was established to allow for the free flow of information between special needs teachers and the regular classroom teachers.

4. The parent will:

   a. Provide a schedule of daily tasks to be completed.

At the conferences with the parents of the special needs students, suggestions for home-related were given to parents. The parents developed a routine schedule to be followed at home.

All of the parents of the special needs students participated in developing a schedule of routine tasks

to be completed at home. (see Table Twelve page 42).

b. Maintain a record of the completion of tasks on a daily basis.

The parents and the special needs teachers developed a chart on which to record the completion of daily tasks. The tasks to be completed were recorded on the charts.

In both Components A and B 67 percent of the parents recorded on the charts the number of daily tasks completed (see Table Twelve, page 42). Parents indicated various reasons for not recording task completion. The reasons varied from "I forgot about it" to "I couldn't find a pencil." Those parents who did record the completion of tasks indicated that their children were performing better as a family member.

c. Attend individual parent-special needs teacher conferences to review the student's performance in home activities.

These conferences were scheduled for every two weeks. Seventy-five percent of the parents attended the conferences regularly. Eighty percent of the parents attended at least one time per month. Approximately 20 percent of the parents did not attend at all.

Those parents who recorded the completion of daily tasks each day felt the conferences assisted them in following through with their children.

TABLE TWELVE

Achievement of Objectives 4a-d

The parents of the special needs students will:

	a. Provide a schedule of daily tasks to be completed.	b. Maintain a record of the completion of tasks on a daily basis.	c. Attend individual parent special needs teacher conferences to review the student's performance in home activities.	d. Review the student's progress with all of his/her teachers.
Component A:				
Parent 1	Achieved objective 4a at the 100 percent level.	Achieved objective 4b at the 100 percent level.	Achieved objective 4c at the 100 percent level.	Achieved objective 4d at the 100 percent level.
Parent 2	Achieved objective 4a at the 100 percent level.	Achieved objective 4b at the 0 percent level.	Achieved objective 4c at the 0 percent level.	Achieved objective 4d at the 100 percent level.
Parent 3	Achieved objective 4a at the 100 percent level.	Achieved objective 4b at the 100 percent level.	Achieved objective 4c at the 100 percent level.	Achieved objective 4d at the 100 percent level.
Parent 4	Achieved objective 4a at the 100 percent level.	Achieved objective 4b at the 20 percent level.	Achieved objective 4c at the 0 percent level.	Achieved objective 4d at the 100 percent level.
Parent 5	Achieved objective 4a at the 100 percent level.	Achieved objective 4b at the 100 percent level.	Achieved objective 4c at the 100 percent level.	Achieved objective 4d at the 100 percent level.
Parent 6	Achieved objective 4a at the 100 percent level.	Achieved objective 4b at the 100 percent level.	Achieved objective 4c at the 100 percent level.	Achieved objective 4d at the 100 percent level.

TABLE TWELVE (cont.)

Achievement of Objectives 4a-d

The parents of the special needs students will:

	Provide a schedule of daily tasks to be completed.	Maintain a record of the completion of tasks on a daily basis.	Attend individual parent special needs teacher conferences to review the student's performance in home activities.	Review the student's progress with all of his/her teachers.
Component B:				
Parent 1	Achieved objective 4a at the 100 percent level.	Achieved objective 4b at the 50 percent level.	Achieved objective 4c at the 50 percent level.	Achieved objective 4d the 100 percent level.
Parent 2	Achieved objective 4a at the 100 percent level.	Achieved objective 4b at the 100 percent level.	Achieved objective 4c at the 100 percent level.	Achieved objective 4d the 100 percent level.
Parent 3	Achieved objective 4a at the 100 percent level.	Achieved objective 4b at the 60 percent level.	Achieved objective 4c at the 100 percent level.	Achieved objective 4d the 100 percent level.
Parent 4	Achieved objective 4a at the 100 percent level.	Achieved objective 4b at the 100 percent level.	Achieved objective 4c at the 100 percent level.	Achieved objective 4d the 100 percent level.
Parent 5	Achieved objective 4a at the 100 percent level.	Achieved objective 4b at the 100 percent level.	Achieved objective 4c at the 100 percent level.	Achieved objective 4d the 100 percent level.
Parent 6	Achieved objective 4a at the 100 percent level.	Achieved objective 4b at the 100 percent level.	Achieved objective 4c at the 100 percent level.	Achieved objective 4d the 100 percent level.

d. Review of student's progress with all of his/her teachers.

Conferences were scheduled once every three months with the parents of special needs students. The conferences reviewed the student's progress in the regular classroom and with the special needs teacher. A review was made of the individual educational plan. Changes, additions or deletions to the individual educational plans were made to indicate the progress of the students.

All the parents of the special needs students attended the conferences. The parents indicated their agreement with the program developed for their special needs child by the written comments on the progress reports.

Summary

Eighty percent of the objectives in both Component A and B were achieved by the special needs students. One hundred percent of the objectives were met by the special needs teachers.

The parents of the special needs students achieved the objectives as indicated in table twelve. One hundred percent of the parents developed with the special needs staff a schedule of daily activities. Parents were less reliable when following through with

daily record-keeping than in developing them. Sixty percent kept daily records of home activities. The parents of special needs students were more consistent when attending meetings concerning their children than they were with keeping daily records. Seventy-five percent attended monthly meetings while 100 percent attended meetings every three months.

The results supported the conclusion that special needs students make major gains in their adjustment to the change in environment given a strong supportive system. The parents of the special needs students and the special needs teacher regarded the articulation process as vital to the special needs students adjustment to a new environment. Special needs teachers and parents have requested to continue with the articulation in future years with additional regular education personnel being included in the process.

VI. DISSEMINATION AND FOLLOW-UP

The results of the two-year practicum were distributed throughout the school system. A package of materials utilized in the articulation program were distributed to the special needs teachers. Workships were held with the special needs resource room teachers and guidance counselors to establish articulation programs in the remainder of the schools in Reading. During these workshops, the materials used for the practicum were reviewed and discussed. A program manual was developed for use in the replicating program.

VII. INSTITUTIONALIZATION

The building principals agreed to maintain the articulation program as part of their procedures for transferring special needs

students between schools. As a result of the articulation program, a common planning team consisting of a regular education teacher from each of the four major academic disciplines in the junior and senior high schools was established. In addition, articulation programs for each grade level are now operating. These components will be monitored annually.

GLOSSARY

Achievement - grade obtained on report cards.

Articulation program - activities developed to assist special needs students with the transition from grades six/eight to grades seven/nine.

Behavorial characteristics - patterns of behavior which are observably measurable.

Common denominator - having the same or similar characteristics.

Disorders of attention - the inability to sustain concentration on a specific task.

Disorders of memory - the inability to retain information presented either visually or auditorally.

Disorders of thinking - the inability to maintain a logical sequence of thoughts.

Disturbed thought processes - the inability to process thoughts in a logical manner.

Failure - not performing at the minimally expected level in the school environment.

General orientation difficulties - inability to locate areas within a given environment.

Growth reference point - the base on which level of achievement was compared.

Impulsivity - a sudden inclination to act without conscious thinking.

In-service training - teacher training sessions provided by the public schools.

Learning disabilities - having an average to above average intellectual potential but demonstrating difficulties in one or more modalities for acquiring learning.

Mainstreaming - special needs students attending regular education classes.

Minor handicaps - mild difficulty affecting learning such as a s/z articulation error.

Multiple handicaps - major difficulties affecting learning such as retardation with physical complications.

Non-special needs students - students in the regular education program with no identified difficulties affecting the learning process.

Parent-faculty conference - meeting between special needs parents and educational staff.

Perceptual-motor handicaps - impairment of the senses, awareness or comprehension which interferes with learning.

Poor organizational skills - difficulty maintaining and preparing materials for use in the classroom.

Public Law 94-142 - The Education for All Handicapped Act.

Special needs students - students identified as having difficulty in learning.

Special needs teachers - educators specifically trained to teach special needs students.

Structured learning - formal public school environment.

Student monitoring process - a method for accessing a student's progress.

Two-component model - the practicum had two divisions: Component A: Articulation program for students from grade six to grade seven; Component B: Articulation program for students moving from grade eight to grade nine.

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APPENDIX A: GRADE 6 & 8 SPECIAL NEEDS TEACHER INTERVIEW FORM

TEACHER INTERVIEW FORM

Grade 6 and 8 Special Needs Teachers

1. Do you keep a folder containing biographical information on special needs students?
2. Do you acquaint and assist each of the special needs students with the seventh/ninth grade environment: lockers, cafeterias, schedules, teachers?
3. Do you assist the special needs students in ways to organize notebooks, assignments, classwork?
4. Do you acquaint each parent with the student's strengths and weaknesses in preparing for seventh/ninth grade demands?
5. Do you acquaint regular classroom teachers with the perceptual or perceptual motor handicaps of each special needs student.

APPENDIX B: GRADE 7 & 9 SPECIAL NEEDS TEACHER INTERVIEW FORM

TEACHER INTERVIEW FORM

Grade 7 and 9 Special Needs Teachers

1. Have you become familiar with the biographical data of each special needs student?
2. Have you acquainted each special needs student with the school facilities?
3. Have you met/talked with the parents of the special needs student to identify each demand that will be made?
4. Are you keeping a record of the special needs student's performance in the seventh/ninth grade?
5. Did you acquaint each seventh grade teacher with the perceptual/perceptual motor handicaps of each special needs student?
6. Did yoy acquaint each teacher in the regular program with the progress each of the special needs students is making in adjusting to the school facilities?

Appendix C: Leiter Student Performance Scale

Leiter Student Performance Scale

Directions: Place a (✓) check at the point which best describes the special needs student performance in the areas below.

The special needs student:

(1) Follows an academic schedule with at least 90% accuracy:

1 2 3 4 5 6 7 8 9 10

(2) Moves from one classroom to another in the five minute time period allotted at least 90% of the time:

1 2 3 4 5 6 7 8 9 10

(3) Opens and closes the combination locks to lockers with at least 90% accuracy:

1 2 3 4 5 6 7 8 9 10

(4) Selects and purchases food in the cafeteria lines and passes to the eating area with at least 90% accuracy:

1 2 3 4 5 6 7 8 9 10

(5) Cooperates at least 80% of the time during class discussions and activities:

1 2 3 4 5 6 7 8 9 10

(6) Uses classroom materials and completes assignments with at least 70% accuracy in meeting teachers' demands:

1 2 3 4 5 6 7 8 9 10

APPENDIX D: PARENT CHECKLIST

Parent Checklist

Directions: Place a (✓) check at the point which best indicates your answer to the following questions.

(1) To what degree did you complete a schedule of daily tasks? Circle the number on the scale which is most representative. One indicates total involvement with ten indicating no compliance.

1 2 3 4 5 6 7 8 9 10

(2) To what degree did you keep records of daily tasks completed?

1 2 3 4 5 6 7 8 9 10

(3) To what degree did you attend conferences with the special needs teachers every two weeks to review your child's progress regarding daily tasks?

1 2 3 4 5 6 7 8 9 10

(4) To what degree did you meet every three months with the regular classroom teachers and the special needs teachers to review your child's progress?

1 2 3 4 5 6 7 8 9 10

APPENDIX E: REPLICATION MANUAL

REPLICATION MANUAL

A MODEL ARTICULATION PROGRAM ... FOR GRADE SIX AND GRADE EIGHT SPECIAL NEEDS STUDENTS

REPLICATION MANUAL

A MODEL ARTICULATION PROGRAM ... FOR GRADE SIX AND GRADE EIGHT SPECIAL NEEDS STUDENTS

by Roberta Leiter

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PREFACE

The Special Needs students identified in this report are those with average to above average intellectual ability and have no physical handicaps. They have demonstrated memory deficits, poor coordination, high levels of distractability and organizationsl problems. These identified areas of difficulty interfere with students' ability to complete assignments, follow directions, attend to classroom lectures and arrive to classes on time.

I. INTRODUCTION

Mainstreaming has posed significant problems for special needs students. A main source of the problems have occurred at the time of transition from an elementary school to a junior high school and from junior high school to senior high school. These transitions have been traumatic for the special needs students for there has been little attempt to provide an orientation that will compensate for their perceptual or perceptual-motor handicaps.

A model articulation program was established to prepare the students for the new school environment. The simulation activities in this manual reflect the types of activities which were utilized to provide the special needs students with an orientation to the proposed new environment.

Special needs students were instructed individually, in small groups, and in large group situations. The activities were based on factual knowledge about the new environment the student would be entering. In addition, workshops were provided for special needs teachers and conferences were held with the parents of the special needs students.

II. BEHAVIORAL OBJECTIVES

Behavioral objectives for the simulation program fell into four categories: (1) student, (2) grade-six and grade-eight special needs teachers, (3) grade-seven and grade-nine special needs teachers and (4) parents.

(1) Each of the special needs students will:

a. Follow an academic daily schedule with 90 percent accuracy for a two-month experimentation period.

b. Move from one classroom to another in the five-minute time period allotted 90 percent of the time.

c. Open and close the combination locks to lockers with 90 percent accuracy.

d. Select and purchase food in the cafeteria lines and pass to the eating section with 90 percent accuracy.

e. Cooperate 80 percent of the time during class discussions and activities.

f. Use classroom materials and completes assignments with 70 percent accuracy in meeting teachers' demands.

g. Pass courses at levels comparable to those of the comparison groups.

(2) The grade-six and grade-eight special needs teachers will:

a. Keep a folder containing biographical information on each special needs student.

b. Acquaint each of the special needs students with the seventh/ninth grade environment: lockers, cafeterias, schedules, teachers.

c. Assist the special needs students in ways to organize materials: notebooks, assignments, class-work.

d. Acquaint each parent with the student's strengths and weaknesses in preparing for seventh grade demands.

e. Acquaint regular classroom teachers with the perceptual motor handicaps of each special needs student.

(3) The grade-seven and grade-nine special needs teachers will:

a. Become acquainted with the biographical data of each special needs student.

b. Acquaint each special needs student with the school facilities: locker, cafeteria, classrooms.

c. Meet with each special needs students' parent to identify each demand that will be made of the student.[1]

d. Keep a record of each special needs student's performance.

e. Acquaint each regular education teacher with the perceptual motor handicaps of each special needs student.

f. Acquaint each teacher in the regular program with the progress each of the special needs students is making in adjusting to the school facilities: lockers, cafeteria, classroom.

(4) The parent will:

a. Provide a schedule of daily tasks to be completed.

b. Maintain a record of the completion of tasks on a daily basis.

c. Attend individual parent special needs teacher conferences to review the student's performance in home activities.

d. Review the student's progress with all of his/her teachers.

III. SIMULATION PROGRAM

The simulation program was designed to be implemented in several phases. The following reflects the sequence of events and content which led to the achievement of the behavioral objectives.

(1) Faculty in-service training program:

a. Identification of special needs students' per-

[1]See pp of this manual: Success-Oriented Classroom: The Contractual Approach.

ceptual handicaps.

b. Identification of methods for assisting perceptually handicapped students.

c. Identification of record-keeping procedures for monitoring special needs students' progress.

(2) Conferences between grade-six and grade-seven and between grade-eight and grade-nine special needs resource room teachers:

a. Identification of the nature of each special needs student's learning disability.

b. Identification of strategies which have been used with the special needs student.

c. A review of the grade-six and grade-eight educational plan and preparation of a grade-seven educational plan.

(3) Parent-faculty meetings:

a. Introduction of the parents to the grade-seven and grade-nine special needs teachers and the junior and senior high school facilities.

b. Introduction of the parents to the grade-seven and grade-nine curricula, resources and support services.

c. Provide the parents with a schedule of a student's home activities that reinforce the school program.

d. Adjustment of parents' demands in the educational plan that has been suggested during the grade six/seven special needs teachers conferences.

(4) Pre-transitional program for special needs students.

a. Grade-six/grade-eight teachers' explanations of the grade-seven/grade nine environment to acquaint the student with the move.

b. Grade seven activities simulated in grade six and grade nine activities simulated in grade eight to provide experience.

c. A grade six/eight special needs student's visitation day in the junior high school/senior high school.

d. Grade six/eight special needs teacher and parent conference to acquaint the parent with any difficulties experienced by the student during the simulation activities.

(5) Program at transition

a. Tour of the school facilities to review the experiences introduced in grade six/grade eight.

b. Re-introduction of the student to his/her special needs resource room teacher.

c. Repetition of simulation activities that will reinforce learnings introduced in grade six/grade eight.

d. Parent/special needs teacher conference to acquaint the parent with the student's schedule and special services available.

e. Monitoring the students' performance during the first two-month period of the school year.

(6) Follow-up during grade seven and grade nine:

a. Scheduling of parent-teacher conferences.

b. Reviewing the educational plan early in the school year to make necessary adjustments.

c. Reviewing of the progress of the special needs students in the mainstream program by the classroom teachers and the special needs teachers.

IV: HANDBOOKS

COOLIDGE JUNIOR HIGH SCHOOL HANDBOOK

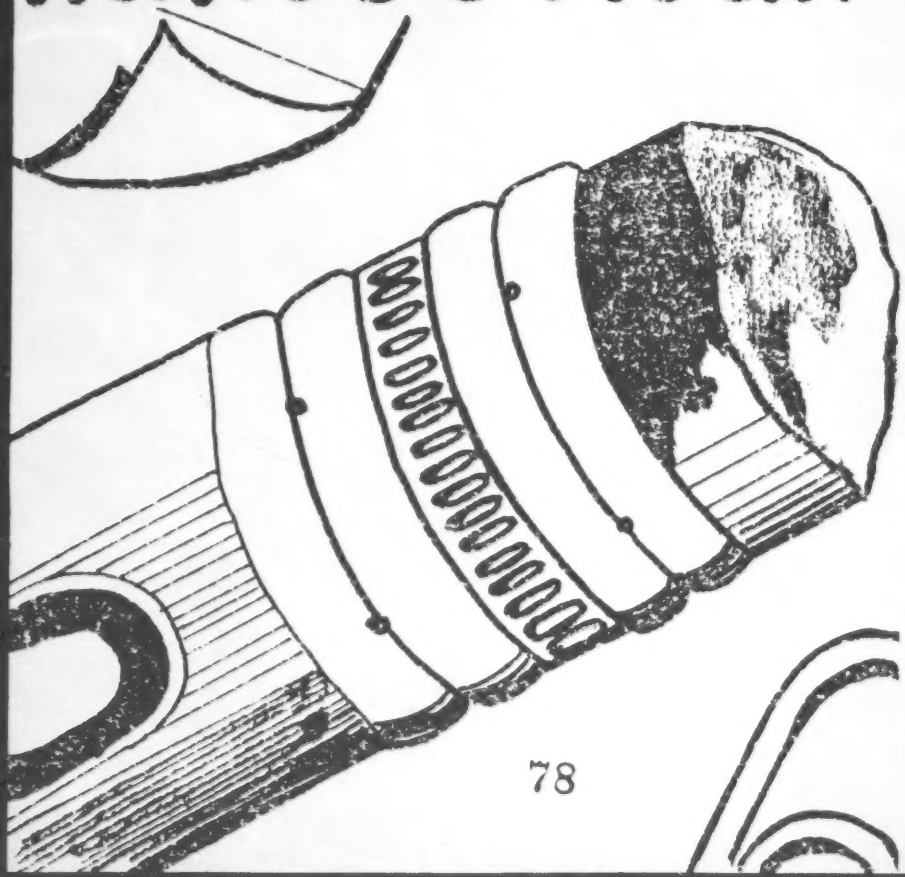
AND

READING MEMORIAL HIGH SCHOOL HANDBOOK

COOLIDGE

JUNIOR HIGH

STUDENT HANDBOOK 1979-1980



OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Robert S. Wells, Ed.D. ..... Superintendent

Robert J. Munnelly, Ed.D. .. Assistant Superintendent

ARTHUR W. COOLIDGE JUNIOR HIGH SCHOOL

Albert A. Lahood ..... Principal

Louis A. Adreani .....Assistant Principal

It is the policy of the Reading Public Schools not to discriminate on the basis of race, sex, color, religion, national origin, or handicap in its educational programs, services, activities or employment practices as required by Chapter 622 of the Acts of 1971, Massachusetts General Laws; Title IX of the 1972 Education Amendment; and Section 504 of the Rehabilitation Act of 1973.

PRINCIPAL'S MESSAGE

Dear Students:

Welcome to Coolidge Junior High School. The main purpose of our educational system is to provide the best all-around education for each student. Your teachers work hard to accomplish this goal, and many times you will see teachers going out of their way to do something extra in order to provide a richer educational experience for you.

I want all students to know that Coolidge is your school and as such you make it what it is and what it is to be. Coolidge should be a better place because you are here and because you have gone through it.

To make your adjustment to junior high school life a little easier, this STUDENT HANDBOOK has been prepared for you. It does, I think, answer many of the questions that might be on your mind. Please read it, and keep it as a reference. Should you still have questions after having read this booklet, feel free to address them to any of your teachers. Your homeroom teacher will be particularly helpful, and many of the items covered in this booklet will be explained more thoroughly during homeroom periods.

It is suggested, too, that you show this booklet to your parents, for they will want to know as much as possible about the school you are attending. If they have questions not answered in the booklet, please advise them that they may call at any time.

It is my sincere hope that you will fully accept your responsibilities as a student and that your experience at Coolidge will be meaningful--educationally and socially.

Once again, welcome; my door will always be open to you.

Sincerely,

Albert A. Lahood

Albert A. Lahood
Principal

MESSAGE FROM THE PRESIDENT OF THE STUDENT COUNCIL

Dear Fellow Students,

Hello and welcome to Coolidge Junior High School. The Student Council and I would like to wish you all the best of luck and enjoyment here at Coolidge.

Oh yes, I was scared the first day I walked in the door. I was worried about meeting new teachers, new kids, getting adjusted to the bell schedule, remembering locker combinations. I also had to adjust to a schedule that required me to move from one class to another without getting lost. As time went by, everything fell into place and I got used to everything in a hurry.

During the year there are several things to look forward to such as school dances, class elections, intramural sports, assemblies, activities, student/faculty games, and much, much more.

As I look back on my two years at Coolidge, I can honestly say that I really enjoyed being a student here. Hopefully, as you look back on your two years here, you will find how much you can grow up in such a short period of time, just as I and my fellow classmates have. But remember -- Coolidge is your school, and it is what you make it.

Good luck and have fun!

Yours truly,
Mary Brady

Mary Brady
President Student Council
Class of 1979

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SCHOOL SERVICES, POLICIES, AND REGULATIONS

ACCIDENT PROCEDURES

Whenever any student becomes injured in school or on school grounds, that student should immediately go to the nearest teacher or to the office and report the injury. If an injured student is not able to report an accident, the first student to learn of the accident should notify the nearest teacher or the office. NEVER attempt to move anyone who has been injured.

ACTIVITIES

The school "Activities Program" offers a wide variety of interesting and worthwhile learning opportunities for each student. Activity periods are scheduled weekly, and they usually begin during the second or third week of October. A complete list and description of activities available is published about one month after school opens in September, and at that time each student is given an opportunity to make selections. Most students may change activities once or twice during the year.

ATTENDANCE, ABSENCE, AND TRUANCY

School attendance is required by law until an individual reaches age sixteen. Absence is allowed only by reason of illness or other important causes. No student should miss a day of school for unimportant reasons.

After having been absent for any reason, the student concerned must report directly to the office upon return to school. At that time a note from the parent or guardian explaining the reason for absence must be delivered to the office. If such a note is forgotten by the student, he or she must obtain an "Admit Slip" before resuming classes. The required note must then be brought to the office upon arrival at school the following day. Before being admitted to school following an illness, some students may have to report to the school nurse.

Truancy, which is absence from school without permission, is against the law. Anyone guilty of being truant will be disciplined and required to make up all time lost. Habitual or frequent truancy may be referred to higher authority for action.

AUDITORIUM AND ASSEMBLY PROGRAMS

Assemblies in the auditorium are scheduled periodically throughout the school year, usually on Fridays during the seventh period. Some programs may be presented by paid professionals, and others may be presented by the students themselves; or an assembly may be scheduled for any one of many good reasons. In any case, all assemblies are a part of the school program; and the auditorium may be thought of as a large classroom. During any assembly program, every member of the audience should remain courteous and quietly attentive.

BELLS

Bell schedules will be posted in each homeroom. Each student is expected to be in his or her homeroom when the first bell of the day is rung; otherwise, the individual is tardy. Thereafter, each period begins and ends with a bell; and when a period begins, all students should be in class and seated. At such time as the bell is rung signaling the end of the last period of the day, students must return to their respective homerooms where bulletin notices will be read. The school day normally ends for students with the sounding of the 2:33 bell.

The "Release Day" bell schedule provides for five class periods, rather than the usual seven. Periods on such days are a few minutes shorter than they are on regular school days, and the dismissal bell rings at 12:15 rather than 2:33. The order of periods on "Release Days" will be announced in bulletins a day or two in advance.

BICYCLES

Bicycles may be taken to school, but they must be securely locked in the bicycle racks provided. Each student is responsible for obtaining his or her own lock. Upon entering school grounds, each bicycle rider must get off the bicycle and walk it to the rack. Students may not ride bicycles on school grounds at any time during school hours.

CITATIONS AND COMMENDATIONS

Citations are written for the purpose of recognizing noteworthy performance or contributions by students. Each citation received tells the student concerned that he or she has been "outstanding" in a subject area, in demonstrated personal qualities, or in some service rendered to the school. Such awards are prepared by subject and homeroom teachers once or twice a year, and they are generally presented at grade assemblies.

Commendations are simple compliments written by teachers at any time during the school year to commend a student as the teacher considers appropriate. Commendations are not presented at school assemblies.

CONSULTATIONS WITH TEACHERS

All students are encouraged to consult with teachers regarding any subject difficulty or other problem that may present itself. Guidance personnel are also available for consultation in helping students to find solutions to particular problems, which may relate to school work or personal matters. The entire professional staff of this school stands ready and willing to help any student in any way that it can. Students should never hesitate to ask for help. A problem in a particular subject, for example,

might easily be corrected by asking the teacher concerned for extra help after school. It is important to remember that every student is urged to ask for extra help whenever it is needed. It's up to you, but extra help is always available. Simply ask.

Parents, also, are encouraged to consult with teachers, and such consultations are particularly appropriate when and if the student concerned appears to be having any type of difficulty in school. Appointment with teachers may be made by parents simply by calling the school office.

COURTESY AND CONSIDERATION FOR OTHERS

Maturity and self-control are pretty much the same thing. How well a student is growing up (maturing) is usually revealed by how courteous and considerate that individual is toward others. Learning cannot take place when an entire class is distracted by the childish behavior of one or more individuals in the group. It is our hope, therefore, that every student in this school will seriously work to demonstrate nothing less than the highest standards of courtesy at all times. Learning to be well-mannered and thoughtful of others is a worthwhile goal for each of us.

Remember, too, we all have feelings; and no one likes to have his or her feelings hurt. If we really care about other people, we will never deliberately hurt them. Little children sometimes tend to be cruel, but junior high school students are no longer little children.

DISCIPLINE

Most people think of discipline as punishment. We prefer to think of it as guidance; that is, it is the application of mild pressure from outside the individual, designed to help the person learn how to govern himself in a way that does not offend other people. Whenever an individual has learned to conduct himself in such a manner, he (or she) has developed what we call "self-discipline." At that point in the process of growing up, there is little or no need for pressure from the outside, such as that which is applied by parents and teachers.

Punishment is a form of outside pressure. Whenever it is administered, the individual who receives it must try to understand that it is necessary and proper in the development of self-discipline. Breaking the law, or breaking school rules calls for some form of punishment. If you are punished at any time, try to understand the reason and the necessity for the punishment. It is usually applied by people who care about you. Learn to accept it, and strive to do better thereafter. It's all part of growing up.

By way of encouragement, it should be noted that most students leave this school at the end of two years without ever having been punished for anything. There is no need for punishment in most cases; for upon arrival at the seventh grade level, most of us have already acquired that desirable quality of self-discipline.

DISMISSALS

If a parent wishes to have a student dismissed from school for any reason, a note must be brought from the home and delivered to the office. As in the case of absences, dismissals should be requested only for important reasons. All work missed as the result of dismissal must be made up, and it is the student's responsibility to make up such work as soon as possible at the discretion of the teachers concerned.

If a student becomes ill during school hours, he or she should report to the office. If dismissal is indicated, the parent will be called before the student may leave school.

DRESS STANDARDS AND CLEANLINESS

A School Committee regulation states: "Dress patterns may change with varied style trends; however, unattractive, extreme and questionable fads have always been frowned upon. Clean, neat, appropriate clothing, along with the basis of good grooming, are recommended." Accordingly, we consider clothing that over-exposes parts of the body or which shows poor taste to be unacceptable for school wear. The Principal is the final authority on this matter. Also, it should be understood that students shall not be in school in bare feet, nor will they wear heavy footwear of a type that could damage floors.

ENGLISH LANGUAGE USAGE

Learning how to use English properly, in both conversation and written work, is an important objective in education. It should, therefore, be the student's objective to develop his or her language skills as well as individual ability permits. Written work should never be prepared in a sloppy fashion; rather, it should always be neat and carefully done, and great attention should be given to English usage and spelling. How well a student writes answers to questions or individual papers will have an effect upon his or her grade in all subject areas, not just English. We believe you will find that your teachers demand nothing less than your very best.

EXCUSES FROM PHYSICAL EDUCATION

If a student is unable to take part in physical education classes for periods longer than one day, a signed medical excuse

must be obtained by the parents from a physician. The doctor's note must then be delivered to the school office, where it will be made a part of the student's file. Requests to be excused from gym which are written by parents may be acceptable for limited periods, usually one day.

FIRE DRILLS AND EMERGENCY SAFETY PROGRAMS

During your first day at school your teachers will explain the proper procedure for evacuating the building in the event of fire or other emergency. In addition, signs are posted in each classroom which explain what route and exit is to be used for each room. Every student should become familiar with the route and exit to be used in each class. To ensure that everyone knows how to evacuate the building in the most orderly and efficient manner possible, fire drills will be held from time to time--usually unannounced. In addition, teachers will provide specific instructions in each class regarding fire drills and emergency safety procedures. Students should remember to move out of the building quickly and without talking. Walk--never run!

At such time as the fire drill or emergency situation is over, students will be directed to return to their classes. Reentry to the building should be accomplished quickly and quietly.

GRADING AND REPORT CARDS

The marking system is based on the quality of a student's work for the particular marking period. Grades assigned are A, B, C, D, and F, and a grade of D is the lowest passing mark. Effort grades are indicated by a 1, 2, 3, or 4 recorded beside the letter grade. Conduct is graded within each subject area as satisfactory, needs improvement, or unsatisfactory (S,N, or U). Promotion is based upon the student's successful completion of the year's work.

Report cards are issued four times a year, and students will receive two copies to be taken home at the end of each semester; one copy is to be signed by the parent and returned to school, and the other copy may be retained by the student and parents. The last report card of the year, issued in June, is usually mailed to the home after the school year is completed.

GUIDANCE AND EDUCATIONAL SPECIALIST SERVICES

Your guidance counselor and school psychologist are concerned with the special needs of every individual pupil. They provide counseling and services to help each boy and girl discover his or her own abilities and interests. In addition, they are trained and experienced in helping individuals to solve problems and make decisions. Never hesitate to seek their help, and remember that they are here to provide service to you. Get to know them and let them get to know you. They will welcome the opportunity to sit down and talk things over with you.

Remember, too, that every human being experiences problems of one kind or another, and very often students experience various kinds of learning difficulties. We have educational specialists available who are trained to help students with individual learning problems. Take advantage of the services they have to offer. It's like being thirsty and not going to a nearby well for a drink. Don't you be among those who remain thirsty foolishly; go to the well! If you think you need help of any kind, make an appointment with the guidance counselor. He will know what to do.

The guidance counselor is familiar with vocational training programs, particularly courses offered at the Northeast Regional Vocational School. Anyone interested in vocational training upon completion of junior high school should speak with the guidance counselor about his or her plans.

HEALTH SERVICES

A "Health Room" is located near the office, and a nurse is either in the building or not far away. In addition, first aid supplies are available in the Health Room, and someone in the office will administer first aid when and if it is needed. Should you suffer any kind of an injury, or if you simply do not feel well, report to the office. We have band aids, antiseptic, and--if necessary--a place for you to lie down. We'll take good care of you.

Concerning medication (any kind of medicine) which is to be taken in school, the following instructions must be observed:

1. The medication must be prescribed by a physician.
2. The medication must be left in the office; it may never be carried around school by a student. (No more than a six-day supply should be brought to school.)
3. The school must have received written medical orders from the attending physician, and these orders must include a statement describing the diagnosis, the name of the drug or medication, the dosage to be administered, and the possible toxic effects associated with the medication.
4. The school must have written permission from parents allowing school personnel to administer the medication.
5. The medication container must be clearly labeled, showing the student's name, the name of the medication, and the prescribed dosage. (The label is in addition to the written medical orders from the doctor.)

Students should notify their parents of the above policy.

Cough drops are an exception to the above. They may be taken in class when the student concerned has a note from his or her parent asking teachers to permit the use of cough drops in school.

Other medical services include periodic visual examinations, hearing tests, and physical examinations. Additional information concerning these services will be published at appropriate times.

HOMEROOM

Junior high school is a step up the ladder of growth, and the change from elementary school usually involves some confusion at first. Schedules, locations, rules, procedures, and new routines all have to be learned in a short period of time. In addition, teachers and students are strangers to one another; and everyone needs a chance to get to know one another.

In order to help students in dealing with life in the junior high school, we organize all students into homeroom groups and assign a teacher to each group. Above all else your homeroom teacher is the one person most responsible for your well-being in the two years you spend in junior high school. He or she will help and advise you in a variety of ways.

To begin, you will be organized into a sort of family group to get things done and to help each other, and you will soon learn that your homeroom teacher is your major source of information and guidance. In addition, your homeroom teacher will keep a close eye on your marks, your behavior, and how well you adapt to junior high school. He or she will also help you to work out problems, both individually and as a group.

Concerning your responsibilities you are expected to do all you can to make your homeroom the best in the school. This means you should always be looking for ways to help one another, and you should always assist your teacher in building a successful and happy homeroom. The key words for you and your classmates are cooperation, enthusiasm, and spirit.

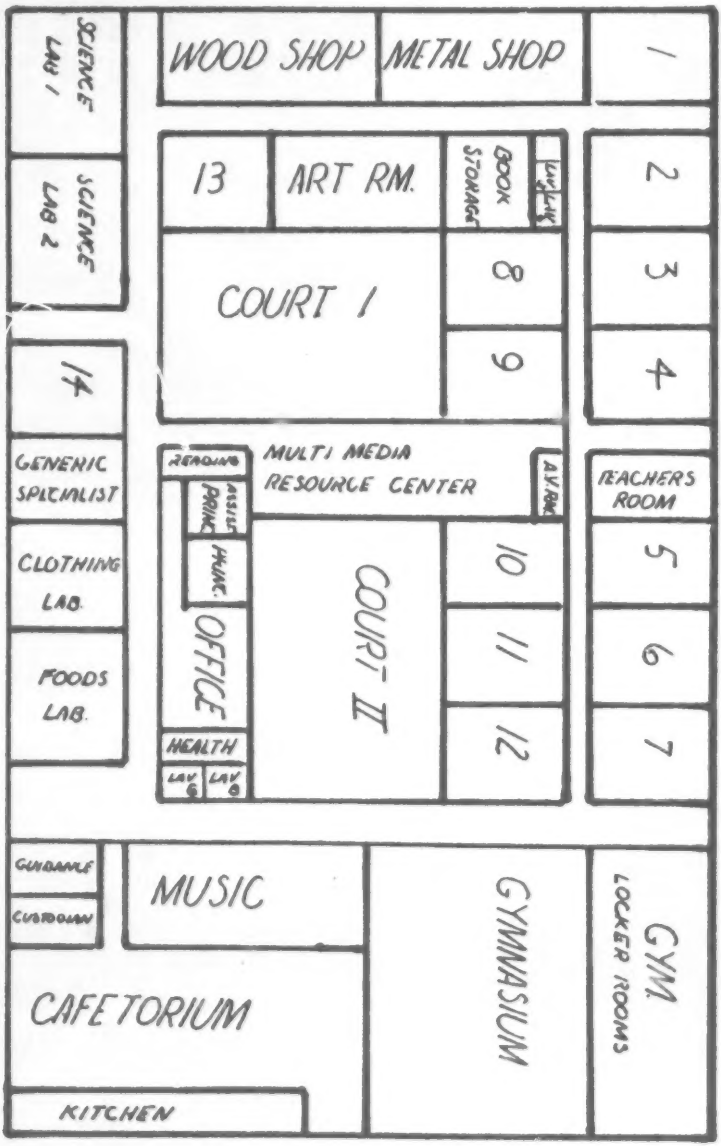
Homeroom teachers have been trained to conduct activities and programs which will help you to make decisions and sort out some of the questions that face you in and out of school. Work with your teacher during homeroom periods, and remember that such periods are not intended to be "studies." Rather, they are designed for constructive learning activities not included elsewhere in the curriculum.

To do all of these things, your homeroom teacher has to be a kind of substitute parent--and you have to be a contributing member of the family. Get to know one another well, and don't hesitate to share your problems as well as your joys with your homeroom teacher. Like all members of the staff, he or she cares about you; but your homeroom teacher will probably be more helpful than anyone else. You do your part, too.

* * * SCHOOL CALENDAR * * *

1979-80

September	6	First day of school for students
October	8	Columbus Day . . no school
October	10	Midquarters (Unsatisfactory Work Notices issued)
October	24	Middlesex County Teachers Convention . . no school
November	9	First quarter ends . . marks close
November	12	Veterans Day . . no school
November	21	Thanksgiving recess begins . . school closes at noon
November	26	Return to school
December	12	Midquarters (Unsatisfactory Work Notices issued)
December	21	Christmas recess begins at the close of school
January	2	Return to school
January	[illegible]	Martin Luther King Day . . no school
January	25	Second quarter ends . . marks close
February	15	Winter Vacation begins at the close of school
February	[illegible]	Return to school
March	5	Midquarters (Unsatisfactory Work Notices issued)
April	4	Good Friday - no school Third quarter ends
April	18	Spring Vacation begins at close of school
April	28	Return to school
May	14	Midquarters (Unsatisfactory Work Notices issued)
May	26	Memorial Day . . no school
June	24	Closing of school


SCIENCE LAB 1
SCIENCE LAB 2
WOOD SHOP
METAL SHOP
1
13
ART RM.
BOOK STORAGE
2
3
4
COURT 1
8
9
14
GENERIC SPECIALIST
CLOTHING LAB.
FOODS LAB.
READING
ASSIST PRINC.
PRINC.
OFFICE
MULTI MEDIA RESOURCE CENTER
AV RM.
TEACHERS ROOM
COURT II
10
11
12
5
6
7
HEALTH
LAV
LAV
GUIDANCE
CUSTODIAN
MUSIC
GYMNASIUM
GYM
LOCKER ROOMS
CAFETORIUM
KITCHEN

HOMEWORK AND STUDY HABITS

Generally speaking, junior high school students may expect to receive homework assignments on a regular basis. It will probably be fairly limited at first and increase as time goes on. It is important to understand that homework is an important part of your education. First of all, it is essential in order for you to be properly prepared for classes that follow; and, secondly, it helps you to develop a sense of individual academic responsibility. In addition, it helps you to master the material covered in classes; it gives you a chance to practice skills being learned, including reading and writing skills; and it provides an opportunity for you to do creative work on your own. For success in school, the pupil must do his or her homework regularly and thoroughly, to the best of the individual's ability. Your teachers will insist upon your best; do not disappoint them. More important, do not disappoint yourself; do what is expected of you--and more.

Getting home assignments completed properly and on time means that every student must develop good study habits, and whether or not you succeed in this effort really depends upon your own willingness to apply yourself. Here are some suggestions to follow:

1. Be sure you understand every assignment given; and as soon as it is given, write it in your notebook. A separate notebook just for assignments is recommended.

2. Do not put off doing work until the last minute; get started immediately or as soon as possible.

3. Establish a set time for study each school day Make it the same time every day, and stick to it.

4. Study in a quiet place where you will not be disturbed or distracted by anything or anyone. This special place should be well-lighted, properly heated, and properly ventilated. It should also be comfortable--but not too comfortable.

5. Always review previous lessons before going on to new material.

6. Read each lesson through completely, and then go back and study the key points and more difficult parts. Finally, review the whole assignment.

7. Make use of notes and outlines, organize your material, determine which points are important, and try very hard to remember. Review quickly from time to time to refresh your memory.

8. Make up your mind not to settle for just "getting by." Do your BEST, and be honest with yourself in your effort to succeed.

HONOR ROLL

The Honor Roll is a list of students who have performed exceptionally well in any given quarter, and it is published following the end of each quarter. When a student's name appears on the Honor Roll, it means that his or her grades reflect superior academic work, effort, and acceptable conduct. Accordingly, the basis for earning a place on the Honor Roll is outlined as follows:

1. There must be no grade lower than a B or a P.
2. There must be no Effort grade lower than a 2.
3. There must be no Conduct grades of U; and there must be no more than two N's in any quarter.

INDIVIDUAL RESPONSIBILITY

Being responsible simply means that a person is reliable, trustworthy, and able to behave in a manner that is proper. Such a person will never say or do anything to be ashamed of, and he will do what is expected of him to the best of his (or her) ability. Individual responsibility is important, therefore, in school and in life.

What, then, can you do to show that you are a responsible individual? The following is a list of suggestions:

1. Do your work on time, and do it well. Never cheat!
2. Keep neat notes, and organize your materials carefully.
3. Keep your books covered neatly, and take care of them.
4. Always respect the rights and property of others.
5. Always demonstrate courtesy and proper manners.
6. Be considerate of other people at all times, and listen to their opinions--even though you may not agree.
7. Keep your temper under control, and try not to say things that you may later regret.
8. Be a good sport, and learn to lose with a smile.
9. Be cheerful, and be as friendly as possible.
10. Learn to accept criticism, and admit your errors honestly.
11. Dress neatly, and pay attention to your appearance and habits of personal cleanliness.
12. Take care of your health; eat properly, and get plenty of sleep.

13. Do your part to keep our building and grounds clean.

14. Pay bills promptly, and return library books when they are due.

15. Take an active part in school affairs. Be alive, and show school spirit.

Do these things and you will be considered to be a responsible individual, and you will be an excellent student.

INSURANCE PROGRAMS

In September, every student is given an envelope to take home which contains information and an application for student accident insurance. This insurance is offered at a very reasonable cost, and it is considered to be a good investment by most parents.

If you have an accident, and if you are covered by student insurance, you must obtain a claim form from the office; it must be filled out and mailed to the insurance company as soon as possible after the accident has occurred.

Further information concerning this insurance program will be provided early in the year by homeroom teachers. Your responsibility will be to take this information home.

INTRAMURAL SPORTS

Equal opportunities are provided for boys and girls to participate in intramural sports. This involves lively competition betwee teams in both grades. Sports such as soccer, basketball, gymnastics, softball, tennis, football, wrestling, gymnastics, street hockey and speedball are included.

The intramural program is an important part of school life and all students are urged to take part.

LAVATORY PRIVILEGES

Students may visit the lavatory before the first bell of the day has rung and before lunch. At other times permission must be obtained from a teacher.

We recognize that use of the lavatory is sometimes necessary, and we have no wish to cause anyone discomfort by discouraging students from seeking permission when it is necessary. There are those among us, however, who will ask to go to the lavatory simply to get out of class for a few minutes. We DO discourage that practice! If you must go to the lavatory, ask permission; do not, however, attempt to take advantage of the privilege without reason.

Should anyone have an individual problem that makes frequent lavatory privileges necessary, please obtain a note from home explaining the circumstances and bring it to the office.

LOCKERS

Each student is assigned two lockers, a corridor locker and a gym locker. All lockers must be kept clean, neat, and orderly; and each individual must use the locker to which he or she is assigned. In addition, the following practices should be observed:

1. Keep locker combinations a secret; never give them to anyone--not even close friends.
2. Never keep valuables in lockers.
3. Always make sure your locker is locked when you finish using it.

Students may go to lockers before school, before lunch, after lunch, and at the end of the last period of the day. Visits to lockers at any other time may not be made without teacher approval.

LOST AND FOUND

The school does have a Lost and Found Department. Students who have lost an article may inquire in the office before 8:15 a.m.

LUNCH PROGRAMS

Hot lunches are available to all students at reasonable cost during lunch periods scheduled each day. If preferred, bag lunches may be brought to school; milk and/or dessert may be purchased separately.

Reasonable behavior is expected in the cafeteria, and good table manners should be practiced. The same rules of conduct that one observes in a restaurant should be observed in the school cafeteria. Students may talk during lunch, but conversation must be carried on in a polite manner without excessive noise.

MAKE-UP WORK

Work missed because of absence must be made up. Reasonable time will be provided for this purpose, as determined by teachers concerned. It must be emphasized, however, that responsibility for getting the make-up work completed rests with the individual student. Upon return to school, each student must determine what work has been missed and when it is due. Subject teachers will give students the needed information.

If anyone is going to be absent for more than a few days, and if work can be done at home, a parent should call the school and ask for assignments. The call will be returned, and assignments from individual subject teachers will be provided.

MULTI-MEDIA/RESOURCE CENTER

The Multi-Media/Resource Center is open during school hours for the purpose of research, study, and quiet reading. Research and study may be conducted in a variety of ways, using the equipment and materials available. Methods include the use of the card

catalogue, books, and various reference sources; viewing film strips with individual viewing machines; listening to recordings, either on records or on tape; or any combination of these methods. The Multi-Media/Resource Center Specialist will help any student who desires help. If anyone is not familiar with the use of any of the materials or equipment available, ask the specialist for assistance.

Books may be checked out, but they must be returned within the time period specified. Film strips, recording, tapes, and related equipment must be handled carefully; and nothing may be removed from the Multi-Media/Resource Center without the permission of the specialist in charge.

NOTICES TO PARENTS OF UNSATISFACTORY WORK

At about the middle of each quarter, teachers will issue "Notices to Parents of Unsatisfactory Work," commonly called "Mid-Quarter Warning Slips." These notices are written if a student is not achieving or progressing in a satisfactory manner in a particular subject. They are delivered to students by homeroom teachers; and they must be taken home, signed by a parent, and returned to homeroom teachers.

Mid-Quarter Warning Slips are like flashing red lights at railroad crossings; they are danger signals. They tell students and parents that a failing or low grade is likely to be received if improvement is not made.

OUT-OF-ROOM PASSES

Whenever a student leaves a classroom, including homeroom, for any reason, he or she must have a signed pass from the teacher concerned.

PHYSICAL EDUCATION CLOTHING

Gym clothing must be worn in physical education classes. All students are, therefore, expected to obtain gym suits and sneakers. Additional information and instructions concerning gym clothing and equipment will be provided by physical education teachers.

SCHOOL CANCELLATION ANNOUNCEMENTS

During the winter months there may be days when weather conditions make it difficult for students to get to school. On such days, if conditions are extremely severe, school may be cancelled. School cancellation announcements will be made by Radio Stations WEEI, WHDH, WBZ, WEZE, and WNAC.

Generally speaking, the policy in Reading is for schools to be open except under emergency conditions. Parents, however, may decide that sending a student to school when weather conditions are unusually poor might affect the individual's health or safety. At such times a parent may not permit school attendance that day.

SCHOOL RULES AND REGULATIONS

Each of us is required to live according to some set of standards. Outside of school we call them laws, and in school we call them rules and regulations. Some rules are made for reasons of safety, some are made to protect property, and others are made to make the learning experience as enriching as possible for everyone involved. When students violate these rules, the school's response will depend on the nature of the incident. In most cases, teachers will handle situations within the classroom. More serious cases will involve the Assistant Principal where, after hearing all sides, he may administer disciplinary action, require a conference with parents, suspend the student or take other action that he deems appropriate.

Everyone is expected to obey the following general rules:

1. Possession of and/or use of the following items in school or on school grounds is strictly forbidden:

    a. Cigarettes or any materials used for smoking
    b. Drugs or intoxicants of any kind
    c. Matches, cigarette lighters, and such items
    d. Knives or weapons of any kind
    e. Obscene literature and/or pictures

2. The following actions are strictly forbidden in school or on school grounds:

    a. Fighting
    b. Vandalism or any kind of damage to property
    c. Stealing
    d. Gambling
    e. Throwing snowballs
    f. "Mushing" or hanging onto any part of a moving vehicle
    g. Disobedience, disrespect, or insolence toward any teacher, member of the staff, custodian, or visitor
    h. Profanity or foul language of any kind
    i. Leaving the school or school grounds without permission from the office
    j. Threatening other students in any way
    k. Harassing or taunting other students
    l. Gum chewing
    m. Cheating or copying the work of other students
    n. Plagiarism (using the written work or ideas of someone else without giving the author credit)

3. DO the following:

   a. Demonstrate courtesy and a cooperative attitude in all classes. (Never distract others.)

   b. Report after school when told to do so by any teacher. Failure to report as directed is a violation of rules.

   c. Obey all rules mentioned elsewhere in this handbook.

   d. Obey the instructions of each teacher regarding behavior and practices in his or her class.

The breaking of any of the rules outlined above will necessarily result in disciplinary action. The punishment awarded will be determined in individual cases; to avoid difficulty, simply obey the rules and govern yourself according to this set of standards.

STUDENT GOVERNMENT

An important aim in school is the preparation of students for life in our American democratic society. To help in this effort, we have student governing bodies, one of which is the "Student Council." Members of the Student Council are elected school officers, and they campaign for votes just as elected officials campaign for public office. We also have "grade officers" for both the seventh and eighth grades; and they, too, campaign and are elected. You, the students, make the choices; and you will learn that each and every vote is important. You will learn, as well, that it is important to make the right choice.

Once elected, members of the Student Council direct and carry out a variety of programs which affect everyone in the school. In the same way, grade officers organize and supervise activities affecting the whole group of students in that grade. All officers work closely with the students they represent, and we try to help by getting them to see things that need to be done for the good of the school. Getting these things accomplished then becomes the responsibility of the officers concerned.

Each student will have an opportunity to run for office, and it is a challenge that many of you will accept. Everyone is encouraged to take an active part, either as a candidate, a campaign manager, a campaign worker, and--of course--as a voter.

These positions of leadership exist for the benefit of all students, and the success or failure of any program sponsored by your elected officers depends upon the strong support of every student in the school. We urge you, therefore, to get behind your student government and its projects. Be loyal!

STUDY PERIODS

Study periods are exactly what the name implies. Valuable school time is set aside to allow students to study, do research, or write. This time will not be wasted, and all teachers will insist that students use study period time for the purpose intended. The playing of games, socializing, and inactivity will not be permitted. Students have the responsibility of coming to study periods with enough work to keep themselves busy all period.

SUBSTITUTE TEACHERS

It is sometimes necessary to have substitute teachers take charge of classes. Such teachers are well-trained, and classes will be conducted according to a plan given to them. Success, however, largely depends upon the class as a whole. Whenever a substitute teacher is in class, all students are expected to make a special effort to help make the class run smoothly and effectively.

SUSPENSIONS

Students may be suspended for a serious or repeated violation of school rules.

Before a student is suspended, he or she will be given an explanation of the charges and have an opportunity to present his or her version of the facts. Parents will be notified in writing of the reasons for suspension and when the student may return.

TARDINESS

Being late for school or for class is strongly discouraged. Try to be on time, for the habit of punctuality is worth developing.

When a student arrives in school after the first bell of the day has rung, he or she must report to the office for an "Admit Slip" before being admitted to homeroom or class. Also, as stated under BELLS in this booklet, if a student is not in homeroom when the first bell is rung, he or she is tardy. The homeroom teacher will require an "Admit Slip" if such is the case.

If a student is late for class because of being detained by another teacher, a note from that teacher must be presented upon arrival in class. Otherwise, a student who is late for class is in violation of school rules. Appropriate action may be expected.

TELEPHONE

A pay telephone for personal calls is located near the main entrance. Do not ask to use the office telephone except in cases of emergency.

TRAFFIC PATTERNS IN CORRIDORS

While passing from one class to another, the rule is to stay to the right. Walk quietly, never run, and learn to move by the shortest possible route. If someone along the way is unfortunate enough to have dropped his or her books, please do not walk over that person. It is much more courteous and thoughtful to stop and help.

VALUABLES

The school cannot be responsible for lost valuables, and such items should not be brought to school. If it is necessary to bring such items into school, they should be turned in to the office for safekeeping. Remember, do not keep valuables in lockers.

PROGRAMS OF STUDY, 1979-80

**** GRADE SEVEN ****

JECT	PER WK	SUBJECT	PER WK
lish	5	Art	2
hematics	5	Music	2
nce	5	Physical Education	3
ial Studies	5	*Practical Arts	2
ivity	2	Study Skills	1
dy	1	Homeroom	1

Practical Arts in the 7th grade is divided quarterly between four basic skills; -clothing, foods, metal craft, and wood craft. Both boys and girls will devote a quarter to each art.

**** GRADE EIGHT ****

JECT	PER WK	SUBJECT	PER WK
lish	5	Physical Education	3
hematics	5	Activity	2
nce	4	Study Skills	1
ial Studies	5	*Electives	6
dy	2	Homeroom	1

ghth grade students will complete their programs by devoting a minimum of six riods per week to the study of offered electives. Specific electives offered ll be announced and chosen at the end of the 7th grade year; and probable ices may include Art, French, Mathematics, Music, Home Economics, Industrial ts, Science, and Drama.

OOL BUS INFORMATION

All pupils living two or more miles from Coolidge Junior High School will be ued bus passes. The bus schedule is as follows:

The starting time is 7:30 a.m., at which time the bus leaves from Birch Meadow ve and proceeds south on Main Street. It turns left on Salem Street to Libby nue (STOP), goes to Torre Street (STOP), and proceeds around the interchange north on Haverhill Street (STOP at 139 and 577 Haverhill); it proceeds to northern entrance of Batchelder Road (STOP), turns left and goes to 52 chelder Road (STOP), and at Franklin Street it turns right; it turns right on rl Street, right on Main Street, left on Short Street, and left on Mill Street Main Street (STOP); it then goes south on Main Street to Birch Meadow Drive, riving at school at 7:50 a.m. The afternoon route is the reverse of the ning route, and departure time from Coolidge Junior High is 2:33 P.M.

Any report of misconduct on school busses will be treated as a school offense. addition, the bus driver has the authority to take bus passes away and eject blem students from the bus.

****** FACULTY LISTING ******

NAME	SUBJECT OR TITLE	ROOM NO.
Albert A. Lahood	Principal	Office
Louis A. Adreani	Assistant Principal	Office
Mark Burton	Guidance	Guidance Office
Margo Vangeli	Guidance	Guidance Office
Natella Chamberlain	Secretary	Office
Kathleen Turnbull	Teacher Aide	Office
Charles Richardson	Library Media Specialist	Library
John R. Burns	Social Studies	5
Richard Chapman	English	2
Cathryn Cremens	Physical Education	Gym
Louise DiCarlo	English	3
Robert Dinwoodie	Industrial Arts (Metal)	Metal Shop
DeborahDDiVito	French-English	13
Sandra Finger	English-French	1
*John Pasciano	Science	S-1
Walter Fitzgerald	Physical Education	Gym
Donald Garland	Science	S-2
Ruth Hood	Home Economics (Food)	Foods Lab
Irene Kalogeris	Mathematics	12
Dorothy Ryan	Reading Specialist	9
*Ellen Jordan	Social Studies	4
William McQuillen	Social Studies	6
Robert Mingolelli	Music	Music Room
Ann Morrison	Generic Specialist	15
Ronald Morrison	Science	14
Sandra Osborn	Home Economics (Clothing)	Clothing Lab
*Marjorie Pacino	Mathematics	12
Barbara Palmieri	English	8
	Social Studies	4
Nancy Turbett	Science	S-1
Frank Tuxbury	Mathematics	7
Robert Ward	I dustrial Arts (Wood)	Wood Shop
*Terry Woody	English	9
Sarah Yates	Art	Art Room
JoAnn McMahon	School Nurse	Health Room
	Cafeteria Staff	
*Mabel Haugh	Cafeteria Head	
Gladys Brown		
Florence Coppinger		
Berenice Dean		
Esther Williams		
	Custodial Staff	
*Vincent Serrentino	Head Custodian	
Robert Allen		

*Department Head

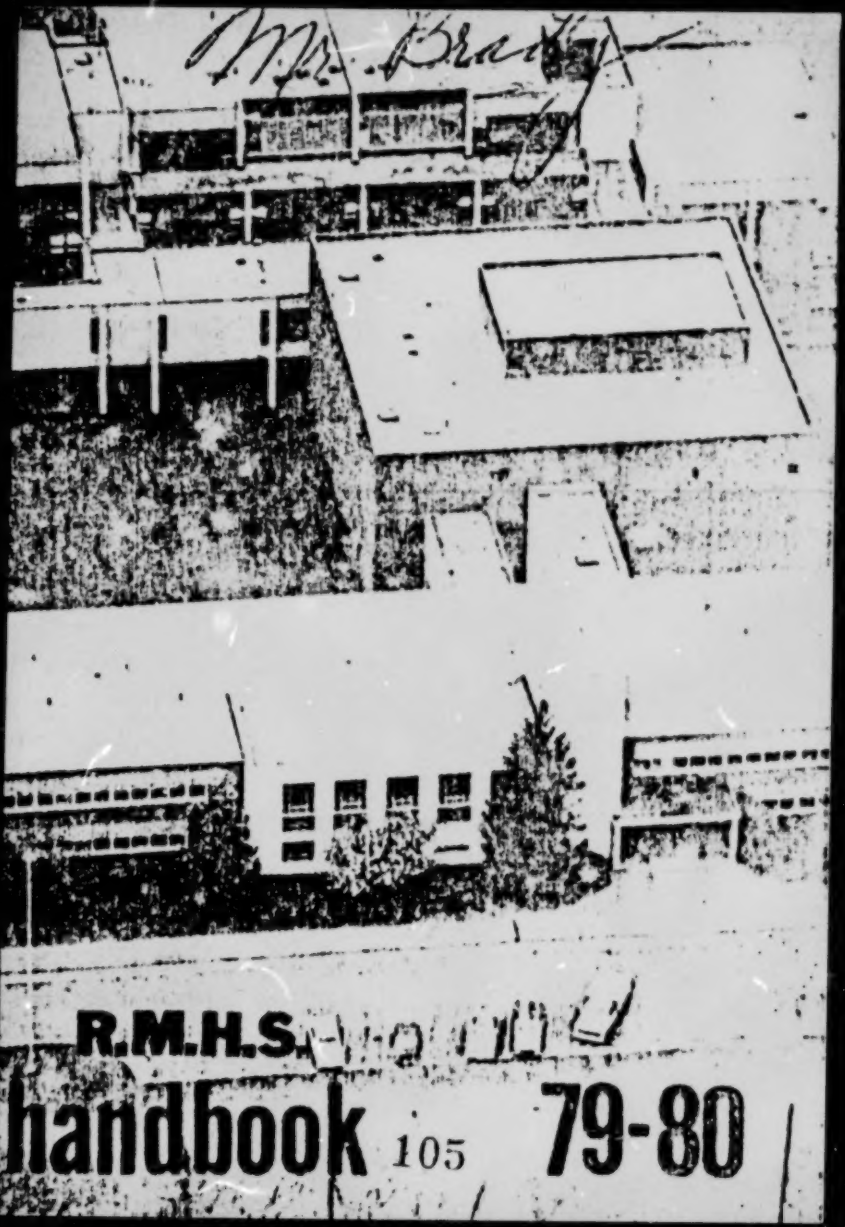
PROGRAM CARD

NAME: _____ HOMEROOM: _____ LOCKER NUMBER: _____

Period / Day	1	2	3	4	5	6	7
MON							
TUE							
WED							
THUR							
FRI							

cover-aerial photo David DiCeglie '79

IT IS THE POLICY OF THE READING PUBLIC SCHOOLS NOT TO DISCRIMINATE ON THE BASIS OF RACE, SEX, COLOR, RELIGION, NATIONAL ORIGIN, OR HANDICAP IN ITS EDUCATIONAL PROGRAMS, SERVICES, ACTIVITIES, OR EMPLOYMENT PRACTICES AS REQUIRED BY CHAPTER 622 OF THE ACTS OF 1971, MASSACHUSETTS GENERAL LAWS; TITLE IX OF THE 1972 EDUCATION AMENDMENT; AND SECTION 504 OF THE REHABILITATION ACT OF 1973.



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READING MEMORIAL HIGH SCHOOL
STUDENT HANDBOOK
1979-1980

Introduction

We have put together this handbook in the hopes of making your four years here exciting and productive. We have put it together in the hopes that you won't join the ranks of the uninvolved; that instead, you will seize upon the new opportunities which present themselves here and establish that great intangible called "school spirit." Reading Memorial High School is your chance to turn many of your academic and extracurricular dreams into satisfying realities. Our present list of activities isn't tremendously long - but new additions are always possible. If you can find a few students who share your interest, a teacher is usually available to sponsor the activity.

This booklet also provides you with the fundamentals of high school rules, maps, names, a calendar of social functions and much more. It is intended to make the freshman feel welcome and to bring the upperclassman up-to-date.

For the first few weeks, it will likely be your constant companion as you make your times at R. M. H. S. the best years of your life.

The Student Council with the
Assistance and Editorial Support of
The Administration

THE PHILOSOPHY AND OBJECTIVES OF READING MEMORIAL HIGH SCHOOL

Reading Memorial High School believes that each student has a right to as much secondary school education as the student's academic ability, interest, and motivation will allow. We are committed to the idea that education must enable the student to make decisions relevant to living in and contributing to a highly complex, changing democratic society.

For some students, high school is the stepping stone to further education. For others, high school is a terminal point in their academic pursuit. Therefore, we feel that high school learning experiences should provide all students with the cognitive and affective resources necessary for them to appreciate their rights and to cope with their responsibilities.

To achieve our philosophical ends, we strive to provide each student the opportunity and assistance necessary to do the following:

Read well
Listen intelligently
Understand and apply quantitative concepts
Think critically and creatively
Express oneself clearly and accurately in writing and in speech
Appreciate the necessity for a free and open exchange of ideas
Use effectively the resources in the environment
Recognize and understand that there are relationships among the various branches of knowledge
Develop a good self-image and understanding of self
Develop values and ideals such as personal integrity and personal responsibility
Recognize the worth of all individuals and appreciate their rights as human beings
Recognize the right, obligation, and responsibility to improve society
Develop an understanding of our cultural heritage
Consider realistic and rewarding vocational and educational goals
Make beneficial use of one's leisure.

Notice of Students' Rights to Equal Educational Opportunity

Pursuant to Chapter 622, Massachusetts Acts of 1971, and the Recommendations issued by the Massachusetts Board of Education:

"No child may be excluded from any school nor prohibited or discouraged from participating in any course, activity, or resource available in such school on account of race, sex, color, national origin or religion."

School Officers and Faculty

School Committee

Mr. Eugene R. Nigro, Chairperson
Mr. Michael Garroway
Ms. Mary Jolene Guerra
Mr. Paul E. Landers
Mr. W. Bruce MacDonald
Ms. Margaret W. Russell

Superintendent
Dr. Robert S. Wells

Assistant Superintendent
Dr. Robert J. Munnelly

Business Manager
Mr. Ronald A. Winslow

Administrative Assistant for Pupil Personnel Services
Dr. Alex Alexanian

Administrative Officers of the High School
Mr. Leonard F. D'Orlando, Principal
Ms. Susan E. Sellers, Assistant Principal
Mr. Ernest G. Spence, Assistant Principal
Mr. Charles G. Symonds, Jr., Assistant Principal

Guidance Counselors
Mr. Edward Grady (Class of 1983)
Ms. Jane Darveau (Class of 1982)
Ms. Rosalyn Epstein (Class of 1983)
Ms. Helen Hart, Chairperson, (Classes of 1980, 1981)
Mr. John Pacino (Class of 1981)
Mr. Walter Paskowsky (Class of 1980)

Athletic Director
Mr. John Hollingsworth

STAFF ROSTER

Business Education
Mr. Thomas Blaney
Mr. David Brett
Mr. Richard Gillis
Mr. Kenneth Levesque
Ms. Cheryl O'Brien
Ms. Jane Reed, Chairperson
Ms. Gladys Roberts
Ms. Helen Scannell
Mr. Warren Snyder
Ms. Margaret Starrett

English
Mr. Richard Benshimol
Mr. Harold Bond
Ms. Janet Burne
Mr. Walter T. Cahill
Mr. James Chetwynd
Mr. Norman Cormier
Mr. Harold Croft
Dr. Ellen Gorsey
Mr. William Hart
Mr. Wendell Hodgkins, Chairperson
Mr. Ronald Howland
Ms. Elene LoPorto
Ms. Kathryn Montejunas
Ms. Phyllis Omusseit
Ms. Ellen Pinto
Ms. Sally Stembridge

Foreign Languages
Ms. Carolyn Clark
Ms. Arlene Cohn
Mr. Robert Donovan
Mr. Richard Ham, Chairperson
Ms. Gina Healy
Ms. Mary F. Lanouette
Mr. Joseph Nisco
Ms. Meredith Suld
Ms. Carolyn Zeytoonian

Home Economics
Ms. Judy Carter
Ms. Myrna Evans
Ms. Janice Pacunas

Industrial Arts and Fine Arts
Mr. Stephen Arsenault
Mr. Michael Harney
Mr. Russell Morris
Mr. Robert Patterson
Ms. Geraldine Roy
Mr. Frederick Wales, Chairperson
Mr. Peter Wood

Mathematics
Ms. Marjory Berkow
Mr. Emery DeBeck
Ms. Gail Finkle
Ms. Marguerite Grimes
Mr. Stephen Gucciardi
Mr. John Hollingsworth
Ms. Diane Jones
Mr. Eugene Kaczowka
Mr. Peter Moscariello
Ms. Barbara Nevils
Mr. Steven Rhodes
Mr. Paul Schapira
Mr. Eric Turner, Chairperson
Ms. Maureen Zolubos

Music
Mr. James Roth

Physical Education and Health
Mr. Marc Alterio, Director
Ms. Virginia Bartlett
Mr. Theodore Bryson
Ms. Paula Graham
Ms. Maureen LeClaire
Mr. Thomas Myslicki
Mr. William Tufts
Mr. John White

Sciences - Physical
Mr. Everett Blodgett
Mr. Philip Blum
Mr. Carl Mellin
Ms. Carol Mishler
Mr. James Murphy, Chairperson
Ms. Noreen O'Brien
Mr. Kevin Zenewicz

Sciences - Biological
Mr. Francis DiLuna
Mr. David Garland, Chairperson
Mr. Leo Kenney
Mr. Paul Soule
Mr. Richard Winchell

Social Studies
Mr. Bruce Appleby
Mr. William Carroll
Mr. Peter Clarke
Mr. Thomas Darrin
Ms. Judith Doob
Mr. Robert Dunbar, Chairperson
Mr. Peter Greene
Dr. John Kelly
Mr. Donald Lovely
Ms. Anna Normand
Ms. Donna Olmstead
Ms. Mary Ellen Pearson
Mr. Robert Swanson
Mr. Peter Valeska
Ms. Dorothy Wood

Special Education Teachers
Ms. Susan Duvinsky
Ms. Betty Mae Irwin
Ms. Eunice Mosher

Focus (Alternative Education) Program
Mr. Sam Baker
Ms. Joan DeSalvo
Ms. Laura Feldberg
Mr. William Waight, Chairperson

Media Center
Mr. Joseph Cain, A. V. Director
Ms. Dorothy Heselton, A. V. Clerk
Ms. Joan Morse, Library Director
Ms. Jean Silva, Library
Ms. Anne Hovey, Aide
Ms. Marian Moller, Aide
Ms. Grace Palmer, Clerk

Administrative Assistants

Ms. Hilda Ahlstrom, Clerk, Main Office
Ms. Donna Doucette, Clerk, Data Processing
Ms. Janice Gromyko, Secretary, Guidance Dept.
Ms. Dorothy Hoyt, Aide, English Dept.
Mr. Paul Hubbard, Head Custodian
Ms. Nancy Lindgren, Clerk, Guidance Dept.
Ms. Pauline McDonough, Secretary, Attendance Office
Ms. Katherine Mehlman, Aide, Social Studies Dept.
Ms. Dorothy Morris, Clerk, Attendance Office
Ms. Charlotte Serrentino, Secretary, Main Office
Ms. Claire Shea, Secretary, Focus and Main Office
Mr. Michael Spaulding, Data Processing
Ms. Jean Underhill, Secretary to the Principal

STUDENT ACTIVITIES

STUDENT ACTIVITIES

Calendar of Social and Other Noteworthy Events 1979-80

Senior Class Dance	September 21
Junior Class Banquet	October 4
Sophomore Class Dance	October 5
Columbus Day - No School	October 8
Teachers' Convention - No School	October 24
Junior Class Dance	October 26
PSAT's (Juniors)	October 27
Sophomore Supper	November 2
CEEB Tests (SAT and ACH)	November 3
Dinner Theater- One-Act Play Contest	November 9
End of First Quarter	November 9
Veterans' Day - No School	November 12
Baton Squad Dance	November 17
Thanksgiving Vacation	November 21 (12:00)
CEEB Tests (SAT and ACH)	December 1
Boosters' Fall Banquet	December 6
Senior Christmas Fair	December 8
Senior Play	December 7, 8
Sophomore Dance	December 14
Christmas Vacation	December 21 (2:15)
Junior Class Dance	January 11
Martin Luther King Day - No School	January 15
Mid-year Exams	January 22 - 25
Cheerleaders' Dance	
CEEB Tests (SAT and CEEB)	January 24
Second Semester Begins	January 28
Sophomore Class Dance	February 1
Operetta	February 7, 8, 9
Winter Vacation Begins	February 15 (2:15)
State One-Act Play Contest	March 1
Freshman Class Dance	March 7
Gymnastics Show	March 14
Boosters' Winter Banquet	March 20
CEEB Tests (SAT only)	March 22
Good Friday - 12:00 closing	April 4
Junior Class Dance	April 11
End of Third Quarter	April 11
Spring Vacation Begins	April 18 (2:15)
Senior Talent Night	April 18

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Calendar of Events - cont'd

Sophomore Class Dance	May 2
CEEB Tests (SAT and ACH - Juniors)	May 3
Spring Concert	May 9
Junior Prom	May 17
Spring Play	May 22, 23
Memorial Day - No School	May 26
Senior Banquet	
Senior Prom	May 29
Class Day	
Graduation	
CEEB Tests (SAT and ACH - Juniors)	June 7
Boosters' Spring Banquet	June 12
Final Exam Week	June 18 - 23
Last Day of School for Students	June 24 (10:15)

STUDENT GOVERNING BODIES (1979-80)

Student Council

President	Lisa Ropple
Secretary-Treasurer	Chuck Hoyt
Advisor	Ms. Healy

Throughout its history, the Student Council has continuously attempted to be a true representative of the student body. The Council has always voiced an opinion dealing with the major issues which have faced our school. This year our representative body hopes to fulfill all of its traditions, including the sponsoring of a student-government day, canned food drives, and Globe Santa fund, supervising school-wide elections, advising the administration on curriculum changes, and planning a variety of extra-curricular activities. However, the Council would also like to become involved in both new school-related problems and political issues.

The main goal of the Student Council this year is to become a strong, influential group of serious, aware students, concerned with all aspects of Reading High and its surrounding community. With this objective in mind, we urge every student to become involved with the student government in our school. If all students motivate themselves to become concerned with these matters, Reading High could become a truly powerful and respected school community.

Lisa Ropple, President

Student Advisory Council

Robin Dillon, Chairperson — Anne Gregorio
Robert Fante — Diane Kennedy
Joseph Picano

Regional Advisory Council

Lisa Ropple — Chuck Hoyt

Advisory Council to the Administration

Student Council President	Lisa Ropple
Student Advisory Council Chairperson	Robin Dillon
Senior Class President	Chris Pack
Junior Class President	Nancy Littlehale
Sophomore Class President	John LaLiberte
Freshman Class President	To be elected

Senior Class Officers

President	Chris Pack
Vice President	Diane Kennedy
Secretary	Anne Gregorio
Treasurer	Philip Pratt
Advisor	Mr. Swanson

Junior Class Officers

President	Nancy Littlehale
Vice President	Roger Mumper
Secretary	Kathy Savage
Treasurer	Ann Marie McCarron
Advisor	Ms. Messina

Sophomore Class Officers

President	John LaLiberte
Vice President	Cathy Pedi
Secretary	Maria Callaghan
Treasurer	Chris Corbett
Advisor	Ms. Doob

Freshman Class Officers

(To be elected on November 6th)

President	
Vice President	
Secretary	
Treasurer	
Advisor	Ms. Jones

STUDENT ORGANIZATIONS

(For specific information and guidance, see the faculty members listed with the activity.)

A. F. S. Club	Ms. Lanouette, Advisor Jennifer Walsh, President
Audio-Visual Club	Mr. Cain, Advisor
Baton Squad	Ms. Olmstead, Advisor
Cheerleaders	Ms. Olmstead, Ms. Pinto, Advisors
Chess Club	Mr. Mellin, Advisor
Dance Band	Mr. Roth, Advisor
Drama Club	Mr. Greene, Advisor Michael Proctor, President
French Club	Ms. Healy, Advisor
"High Happenings" News	Mr. Howland, Advisor Steve Collins, Editor
Impressions	Mr. Harney, Ms. Montejunas, Advisors
Interscholastic Sports	Mr. Hollingsworth, Advisor
Intramural Sports	Mr. Hyslicki, Advisor
Math Team	Ms. Nevils, Advisor
Media Center Aides	Ms. Morse, Advisor
Model United Nations	Ms. Sellers, Advisor
National Honor Society	Mr. Haw, Advisor
Office Aides	Mr. Spence, Advisor
Operetta	Mr. Roth, Advisor
Outing Club	Mr. Waight, Mr. Kenney, Advisors
Pioneer	Mr. Chetwynd, Advisor Marion Hiltz, Editor-in-Chief
Production Printing Club	Mr. Harney, Advisor
Science Club	Mr. Blum, Advisor
Ski Club	Mr. Rhodes, Advisor
Student Council	Ms. Healy, Advisor Lisa Ropple, President
Student Advisory Council	Ms. Healy, Advisor Robin Dillon, Chairperson

ROCKET SONG

Fight, fight, for vict'ry today,
Reading will win the game.
Fight ev'ry inch of the way,
Cheer for the Rockets' fame.
We're loyal, backing our team;
Hear our battle cry:
Rockets! Rockets! Reading!
It's the spirit of Reading High.

READING MEMORIAL HIGH SCHOOL
Rules and Eligibility for Athletes

I. Eligibility for Interscholastic Sports:

A. These criteria have been established by the Massachusetts Interscholastic Athletic Association, an organization to which the Reading Public Schools and Reading Memorial High School belong.

B. The violation of any eligibility rule may result in forfeiture of a game won or the elimination of a player from participation for one year. A mistake could spoint a good season's record. If, in your opinion, there is any doubt concerning your eligibility, consult your Principal or Athletic Director. The rules apply to all teams, varsity, junior varsity, sophomore and freshman, all grades, and to both girls' and boys' sports. The Board of Control of MIAA will resolve all questions on eligibility.

C. As an athlete you are not eligible to participate on an interscholastic team:

1. If you were not a member of some secondary school for the two (2) months, exclusive of summer vacation months, preceding the contest.

2. If you transferred from one high school to another, unless you immediately qualify for one of the nine (9) exceptions provided by the rules and receive MIAA approval. See your Principal; he/she must be consulted.

3. If you transferred to your present school after the season for the sport began.

4. If you are taking fewer than fifteen periods of prepared work.

5. If you do not have a passing average in at least fifteen periods of prepared work for the entire year from the beginning of the school year up to the last time report cards were issued for all students. To be eligible for Fall season sports, the report card you received the previous June determines your eligibility. If you repeat a subject after having already received credit for that subject, you cannot count the points as part of the 15 required.

6. If, since you entered Grade 10, nine (9) consecutive sports seasons have passed, whether or not you participated.

7. If your 19th birthday came before September 1 of the present school year, you may no longer participate in high school sports.

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Rules and Eligibility for Athletes - cont'd

8. If you have graduated from any secondary school.

9. If you are a student in Grades 7, 8 or 9 in a junior high school and the principal is not also the high school principal.

10. If you are in a trade school or vocational division or alternative school that is not under the jurisdiction and supervision of the high school principal.

11. If you were "persuaded" or influenced to transfer to your present high school by a coach, athletic director, principal or any other person connected with the school.

12. If you practice or play more than once in any one day with a school team and a non-school team.

13. If you are put out of a game for fighting or flagrant unsportsmanlike conduct you are not eligible to play in the next scheduled game. This includes, but is not limited to, the use of threatening, abusive or obscene language. If it is the second time during the same season, you are disqualified from any further participation in that sport for one full year.

14. If you have one paired organ that is diseased or missing, you are not eligible for contact sports until approved by the MIAA Sports Medical Committee.

There are many other rules and regulations that must be adhered to. Those listed above are important and must be understood. Consult your Principal if there is any possible doubt.

II. R.M.H.S. Rules for Athletes

A. student may participate in only one sport in any one season.

B. To participate in any contest, a student must be:
1) taking ten (10) credits of prepared work, and
2) passing in at least seven (7) credits for the period from the beginning of the school year up to the end of the ranking period just preceding the contest.

The eligibility of the student will be determined officially only on the date when the report cards for that ranking period have been issued to the parents of all students. Scholastic eligibility for Fall sports will be determined by the last ranking period from the previous spring.

Rules and Eligibility for Athletes - cont'd

C. Freshmen will not usually be allowed to participate on Varsity squads. Exceptions to this will be determined by the Athletic Director and/or the Principal. (Girls' Track is an exception.)

D. Students must be legally present (in school by 11:00 a.m.) to play or practice that day.

E. Students who are on in-school or out-of-school suspension cannot practice or participate in competition on the days they are suspended.

F. SMOKING - Any student reported to the coach, Athletic Director, or Principal by a member of the school staff for smoking will be subject to the following:
1st offense: Warning 2nd offense: Season suspension

G. ALCOHOL AND DRUGS - Any student reported to the coach, Athletic Director, or Principal by a member of the school staff for use of the above will be subject to the following:
1st offense: Warning 2nd offense: Season suspension

H. Students must be at practice promptly and daily if they are to participate in games or meets and to remain a member of the team.

I. TRANSPORTATION -

1. When the school provides transportation, all students will be expected to go with the team. Students may be permitted to return home with their parents when the request comes from the parents. Prior written permission from the student's parents must be given in order for that student to leave with someone else's parents.

2. Cheerleaders, baton squad, and other such groups, when travelling on team buses, will sit as separate groups.

3. When travelling on a bus, students will keep their hands, arms and other appendages inside the bus.

Consequences for violation of any of the above:
1st offense: Warning 2nd offense: Game suspension
3rd offense: Season suspension

J. EQUIPMENT - Students are responsible for issued equipment and should expect to pay for lost articles. Issued equipment is not to be worn during classes, at home, or around town. Result of violation:
1st offense: Warning 2nd offense: Game suspension
3rd offense: Season suspension

K. Coaches will establish game dress codes appropriate to the different sports and will take appropriate action for violations.

L. Athletes are expected to refrain from the use of profanity and to demonstrate good sportsmanship. Failure to do so will result in the following consequences:

1st offense: warning 2nd offense: Game suspension
3rd offense: Season suspension

M. No student may go out for a team once the first regularly scheduled game has been played. Any student dropped from a squad, except for disciplinary reasons, may try out for another squad prior to its first game or meet.

N. AWARDS - LETTERS - Each Coach sets up the requirements for letters in his/her sport. Students must be eligible at the time of the awarding of letters to receive a letter.

O. Exceptions to these rules and regulations can be made only by the joint decision of the Athletic Director and Principal.

VARSITY TEAM CAPTAINS
(1979-80)

Fall Sports	
Crosscountry (Girls')	Janine Valentine
Crosscountry (Boys')	John Jankun
Field Hockey	Beth Hall, Nancy Stamegna
Football	Kevin D'Arcy, Kevin Lawrence
Soccer	To be elected
Winter Sports	
Basketball (Girls')	Rhonda Duntas, Tracey Heenan, Cynthia MacDonald
Basketball (Boys')	To be elected
Gymnastics (Girls')	Kim Garrard, Liz, Ward
Gymnastics (Boys')	Jan Weldon
Ice Hockey	Robert Krekorian, Kevin Lawrence
Indoor Track (Girls')	
Indoor Track (Boys')	John Harris, Peter Kajko, Kevin Tierney
Wrestling	Michael Bailey, Warren Pisarz
Spring Sports	
Baseball	Andrew Hodges, Darrell Neufer, Jory McKinley
Golf	To be elected
Softball	Tracey Heenan, Nancy Stamegna
Spring Track (Girls')	Susan Kelliher, Amy Scott, Janine Valentine
Spring Track (Boys')	Robert Brigida, John Harris, Kevin Tierney
Tennis (Girls')	Christine Guerra, Leslie Sheehan, Chris Simone
Tennis (Boys')	Don Smith
Associated Activities	
Band Leader	Brian Blood
Baton Squad Captains	Karen Quackenbush, Denise Mullaney
Cheerleaders' Captains	Maureen McCarthy, Kelly O'Brien

READING HIGH SCHOOL POINT SYSTEM FOR JACKET AWARDS

The Athletic Department, consisting of the Athletic Director and coaches, has set up a point system for the earning and awarding of jackets. The program is backed by the Reading Boosters Club.

The objective is to:

1. Recognize students who have represented Reading in its program.
2. Encourage wider participation in the athletic program.

With these objectives in mind, a system of awards that would encourage and recognize the outstanding and persistent athlete has been set up. The point system recognizes the athlete regardless of the activity he/she may choose.

We realize that there is a great deal of difference in sports as far as time, energy and emotional outlay.

THE POINT SYSTEM

	Varsity	Junior Varsity	Freshmen
Football	7	5	3
Crosscountry	7	5	3
Field Hockey	7	5	3
Basketball	7	5	3
Hockey	7	5	3
Winter Track	7	5	3
Wrestling	7	5	3
Gymnastics	7	5	3
Baseball	7	5	3
Softball	7	5	3
Spring Track	7	5	3
Golf	7	5	3
Tennis	7	5	3

Captains of each sport receive 2 additional points.

Requirements for each sport are set by the coaches. Seniors, on the completion of three years service, may be awarded a letter.

Junior Varsity certificates will be awarded to those who are faithful in practice but miss getting a varsity letter.

Managers are to be considered on the same basis as players.

The Director of Athletics shall have the final say on all awards.

JACKET AWARDS

A. Student may be awarded a jacket when she or he:
   1. Has acquired 4 varsity letters or
   2. Has acquired 20 points provided she or he has at least two varsity letters.

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SCHOLARSHIP AND RELATED TOPICS

Sub-table of Contents

1. Credits and Requirements
2. Rank in Class and Grade Point Average
3. Rank in Class and Honor Roll
4. Scholarship Reports
5. Marking System
6. Outside Preparation
7. Student Records
8. Guidance
9. National Honor Society
10. Sequences

CREDITS AND OTHER REQUIREMENTS FOR PROMOTION AND GRADUATION

To meet the minimum requirements for graduation from R. M. H. S., students need to earn 22 credits by the end of grade 9, 42 credits by the end of grade 10, 62 credits by the end of grade 11, and 82 credits in order to graduate.

In meeting these minimum requirements for graduation, certain courses are required of all students. Every student must take and pass an English course each semester. Every student must take physical education each semester unless he has a medical excuse or is enrolled in a work-study program in his senior year. Every student must take one year of mathematics. Every student must take one year of U. S. History. Students must take Introduction to Social Studies and Decisions I in Grade 9, Decisions II in Grade 10, and Decisions III in Grade 11.

The school encourages all students who are capable to take more than a minimum course load each semester. Most students are quite capable of carrying 12 to 13 credits each semester and will find it to their personal advantage to do so. Students who want to get the maximum benefit out of their academic school experience will find it possible to schedule 14 or more credits each semester. You should really take as many courses in as many different departments as you can to see what kinds of knowledge and skills you might be interested in pursuing. For many of you, what you take in high school will determine the kind of learning and life style you establish in the future. Don't limit yourself. It is much easier to decide later you don't want to follow a certain line of endeavor than it is to decide you do and then have to go back and get all kinds of prerequisites and basic courses.

Each semester that a student is in school, he or she must carry at least 10 credits in grades 10 through 12. A student must be carrying a minimum of 12 credits to take a second English or Social Studies course.

Based on the module of a semester:

A one (1) credit course is a course which meets three (3) or fewer times a week.

A two (2) credit course is a course which meets four (4) or more times a week.

NO STUDENT, ESPECIALLY SENIORS, WILL BE ALLOWED TO DROP A YEAR-LONG COURSE UNLESS HE OR SHE HAS RECEIVED PERMISSION FROM THE PRINCIPAL.

RANK IN CLASS AND GRADE POINT AVERAGE

Certain subjects which demand qualitatively superior scholarship will receive extra weight when rank in class and grade point average are to be compiled. The rank in these subjects will be multiplied by a factor of 1.2.

The subjects which shall receive such weighting in the 1979-80 school year will be:

Advanced Placement U. S. History 159
Geometry 220, 221
Algebra II 211
Pre-Calculus 231
Calculus 241
Biology 320
Chemistry Study 329
PSSC Physics 333

In addition, opportunities for students to contract for honors weighting in any subject will be provided in the following manner:

1. The student will discuss with his teacher what special project(s) or independent study he desires to undertake within the parameters of the course in which he is enrolled.
2. Upon receiving tentative verbal approval from his teacher, the student will write a proposal or contract spelling out in detail just what it is he proposes to study and how, including a timetable for checking progress with the teacher.
3. The student's proposal or contract will be reviewed by the teacher, department head, and assistant principal in charge of the department to determine whether or not it is worthy of honors weighting.
4. If the proposal is approved by the teacher, department head and assistant principal, the student begins to carry out the provisions of his contract.
5. If at any time the teacher becomes convinced that the student is not making adequate progress lending to satisfactory completion of the proposal, the contract will be cancelled and the student will resume his or her status as a regular member of the class.
6. Upon successful completion of the proposal or contract, arrangements will be made so that the grade that the student receives at the end of the semester or year will be multiplied by the factor of 1.2 whenever his or her GPA or RIC is computed.

RANK IN CLASS AND HONOR ROLL

In determining Honors and rank in class, courses will be weighted according to the number of credits given for the subject. All two-credit courses will be weighted equally. All one-credit courses will be given half the weight of a two-credit course. A student in a course designated "Honors" will receive a bonus credit. A bonus credit will be given to students carrying more than 11 credits a semester.

HONOR ROLL

The Honor Roll is computed at the end of each semester in the same manner that the rank in class is determined.

High Honors - All students with a grade point average of 3.55 or better.

Honors - All students with a grade point average of 3.10 to 3.54.

Receiving a W or 7.0 automatically disqualifies a student from the honor roll for that quarter. Seniors, Juniors and Sophomores must be carrying a minimum load of ten credits and Freshmen a minimum load of eleven credits to be eligible for the Honor Roll.

SCHOLARSHIP REPORTS

Formal reports of scholarship and effort are prepared four times a year at the end of each approximate 9-week quarter. Midquarterly warning notices are sent to parents of students who are in danger of failing at that time. Notices of non-promotion or conditional promotion are mailed to parents in July.

Parents may obtain additional oral or written reports by arrangement with the members of the administrative staff, teachers or class guidance counselors. In addition, parents are extended a cordial invitation to visit the school and consult with members of the professional staff at mutually convenient times. Appointments with counselors may be arranged by calling 944-4577 or 944-4309.

Marking System

Two marks are given for each semester, one for scholarship and one for effort and attitude.

A - work of consistently superior quality
A- - work of generally superior quality
B+ - work of consistently meritorious but not superior quality
B - work of generally meritorious quality
B- - work of borderline meritorious quality
C+ - work of slightly above-average quality
C - work of average quality
C- - work of slightly below-average quality
D+ - work of passing but below-average quality
D - work of passing but poor quality
D- - work of lowest passing quality
F - work of failing quality

W - work incomplete because of illness or other good reason. (Incompletes must be made up within two weeks.)

6.0 - medical excuse from gym

7.0 - removed from class for (excessive) non-attendance. No credit.

Marks for effort and attitude indicate the following:

1. The student's effort and attitude are consistently good, and he/she works at or near capacity at all times.

2. The student's effort and attitudes are not consistently good and he/she does not always work at or near capacity.

3. The student's effort and attitudes are unsatisfactory and he/she seldom, if ever, works at or near capacity.

OUTSIDE PREPARATION

Outside preparation or homework is expected and necessary to make satisfactory progress.

STUDENT RECORDS

All parents, and students who have entered Grade 9 and are 14, are entitled to inspect their school records, both their temporary records and their permanent transcripts. An appointment for this purpose can be made with the student's guidance counselor.

By law, the temporary record will be destroyed five years after a student has graduated or otherwise withdrawn from school. The permanent record will be retained by the school for sixty years.

Students who want their records, or any portion thereof, to be sent to colleges, prospective employers, etc., must sign a release form which is available in the Guidance Office. No records will be transmitted without such release from students or parents of students under age 18.

The Health Department also keeps a record of students' contacts with the nurse's office.

GUIDANCE

The main function of the Guidance Department is to assist students in making realistic, suitable choices concerning their personal growth and development. Emphasis is placed upon educational, vocational, and personal problems. Ample opportunity is provided each student to discuss any other questions he/she may have with his/her counselor. Conversations between student and counselor can be held in private and treated confidentially.

Group and individual tests of learning ability and academic aptitude, academic achievement, vocational aptitude, interest and personality traits and characteristics are administered by the Guidance Department in order to procure objective data concerning the student's relative strengths and weaknesses. So that wise decisions may be made, test scores are combined with other significant data from various sources and interpreted in a meaningful way to the student, his parents, his teachers and others who might be concerned with the student's progress. These significant objective data are also used by the guidance personnel in assisting all students in their program planning and program changes if and when the latter are deemed necessary.

The Guidance Department also arranges each year a series of educational and occupational conferences with representatives of schools and institutions of further training, business, industry and labor and the armed services.

The entrance to the offices is Room 138.

The Department now has a Career Resource Room which makes available to students a wide assortment of educational and occupational literature as well as audio-visuals, on careers.

NATIONAL HONOR SOCIETY

The Reading Memorial High School Chapter of the National Honor Society strives to create an appreciation of scholarship to promote worthy leadership, and to encourage development of character in pupils in the high school.

All juniors and seniors who have a total scholastic average of 3.7 or better at the close of the third marking period are eligible. Their final selection for membership in the society depends upon their being judged superior by all their teachers on Character, Scholarship, Leadership, and Service, the four basic concepts of the National Honor Society. Each member is entitled to wear the emblem of the society, which now has more than 3,000 chapters in the best high schools in this country.

SEQUENCES:
WHAT THEY ARE RECOMMENDED FOR

Entrance requirements for post-secondary schools and colleges vary to such an extent that it is impossible to designate any one sequence of courses as the college preparatory program. It is, therefore, important that a pupil consult his/her guidance counselor at the earliest possible moment for help in selecting a high school program which will enable him to meet his future goals.

Without exception, a student who intends to further his education beyond high school must be able to read with speed and comprehension and to communicate effectively both orally and in writing.

The following is a guide to the minimum requirements for admission to most four-year colleges, except those that are highly competitive, transfer programs in two-year colleges, and nursing programs. (See next page for diagram.)

In addition, a student should elect from the areas listed above plus art, music, engineering drawing, and business, enough courses to give a total of 16 units (32 semester courses). These should be chosen very carefully in relation to a student's ultimate objective. Successfully completing the course, not merely taking it, is the important factor.

MINIMUM REQUIREMENTS FOR ADMISSION TO MOST FOUR-YEAR COLLEGES

	College of Arts and Sciences (Lib. Arts)			Engineering Schools			College of Business Admin.			School of Education Teaching			School of Nursing		
	**Carn. Units	Sem. Cour.	RMHS Cred.	Carn. Units	Sem. Cour.	RMHS Cred.	Carn. Units	Sem. Cour.	RMHS Cred.	Carn. Units	Sem. Cour.	RMHS Cred.	Carn. Units	Sem. Cour.	RMHS Cred.
English	4	8	16	4	8	16	4	8	16	4	8	16	4	8	16
Soc. Studies U. S. History	1	2	4	1	2	4	1	2	4	1	2	4	1	2	4
Mathematics Algebra	2	4	8	2	4	8	2	4	8	1	2	4	1	2	4
Geometry	1	2	4	1	2	4	1	2	4	1	2	4	1	2	4
Trigonometry				1/2	1	2									
Science	1 (except for science majors)	2	4	2 (chemistry and physics)	4	8	1	2	4	1 (except for math and science teachers)	2	4	2 (biology and chem.)	4	8
For. Language	2 (same language)	4	8												

The important thing for you to remember is the number of semester courses (not units), you need for each type of school. These are minimum required courses. If you take only the number of courses indicated you will not have enough credits to get into a four-year college, nor, in fact, to graduate from high school. In addition to these specified requirements, most colleges want five additional units which translates to 10 additional semester courses which also translates to 40 more RMHS credits.

**Carn. Units = Carnegie Units Sem. Cour. = Semester Courses RMHS Cred. = RMHS Credits

Admission to a one-year or two-year Technical School, Junior College Career Program, Secretarial School, or specialized program (such as X-Ray Technology) is dependent on achieving a good high school record, especially in those areas most closely related to the area of specialization. Again, the early identification of a career objective and the discussion of this with a student's guidance counselor are essential.

The sequential business education courses will prepare a student to enter full-time employment immediately upon graduation, as well as to pursue further education in secretarial studies and two-year terminal business program.

Although the industrial arts and home economics courses are not primarily career-oriented, participation in these areas provides a student with many skills necessary to achieve success in a variety of careers in business, industry, and the professions.

GENERAL INFORMATION

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MEDIA CENTER

Purpose: The Media Center provides both print and non-print materials as well as the services and equipment necessary for their use. We hope you will use it frequently for studying, doing research or reading for pleasure. The Commons and Cafeteria are available for socializing.

Hours: The Media Center is open from 7:20 a.m. to 3:20 p.m. Students are to enter and exit from the Media Center ONLY through the Main Entrance. All other doors can only be used as Fire Emergency exits.

Card Catalog: All materials - books, records, filmstrips, slides, etc.- are listed in the main catalog. A copy of the Sears List of Subject Headings is kept on top of the card catalog.

Materials and Procedures:

1. Books
   a. two-week
      - no fines charged
      - each student responsible for checking the due date
      - overdue notices posted in the front office case, the cafeteria, the Principal's office and the Media Center.

   b. reserve
      - set aside by teachers
      - kept behind the circulation desk
      - must be signed out for use in Media Center during the day.
      - may be signed out overnight after seventh period
      - must be returned before first period the following day
      - fine of 25¢ per day for overdue overnight materials

   c. reference
      - older sets of encyclopedias circulate overnight
      - other reference books may be signed out overnight with special permission from Mrs. Silva or Mrs. Morse.

2. Magazines
   - list on Readers' Guide table and posted nearby
   - signed out on magazine request slips for use in the media center
   - do not leave the Media Center except on rare occasions with special permission from Mrs. Morse or Mrs. Silva
   - back issues may be placed on reserve at the circulation desk
   - swap rack (dear display case), a magazine exchange - bring one, take one.

3. Audio-visual Software (records, filmstrips, slides, microfilm, cassettes, etc.)
   - obtained at the circulation desk
   - do not leave the media center except with special permission

4. Vertical File Materials (pamphlets, newspaper clippings)
   - usually circulate overnight
   - students needing these materials longer should request additional time

5. Any pupil who takes materials from the Media Center (or, for that matter, any other part of the school) without proper authorization will be liable to suspension and possible exclusion from school, in addition to being required to make full restitution for the material taken.

Special Equipment

1. Xerox machine - 10¢ per copy (American coins only)
   - directions on machine
2. Typewriters - available on first-come, first-served basis
3. Microfilm readers- behind the circulation desk

The staff wants your use of the media center to be pleasant and productive. Feel free to ask for assistance whenever necessary.

BOOKS

Pupils are required to cover all books assigned them with paper or other material as soon as they have received them. Students will be charged for lost or damaged books. Departments will not issue additional books to students until book debts to the department have been paid.

BUSES

All pupils living two miles or more from school will be issued a Bus Pass. Any pupil without a Bus Pass for identification may be refused passage. Do not destroy your pass, as drivers will make periodic pass checks throughout the year. Courteous and proper behavior is expected at all times on the buses. Smoking is not allowed at any time. Improper conduct is sufficient grounds for a pupil to lose his pass privilege either temporarily or permanently. Bus passes may be taken by any driver or by the School Administration.

FIRE DRILLS

Students are to exit under the direction of the teacher or as posted in the room (using the nearest exit). They are to move out of the building quickly and without talking. They are to move far enough away from the building to allow fire apparatus speedy access to the building. They are not to sit in cars or in any way deface them. Students are not to go to their lockers for clothing or other belongings unless so instructed.

No student is to return to the building until authorized. Students are to return to the building on hand signal of the principals or when the outside bell is rung twice and long.

TORNADO DRILLS

Students will be reminded periodically of the procedure to follow if a tornado warning should be given. Students are to take refuge in the designated area nearest to them when the warning is given over the public address system. Safest areas are all basement areas, interior corridors and rooms or stairwells without windows. The nearest refuge area will be posted in each room. Under no circumstances should students leave the building. Certain safe areas will require the crowding of many students into a small area. Silence and complete cooperation are necessary and expected. If the warning does not permit adequate time to seek safe shelter, all persons in the room should go to the inside wall and sit with backs to the wall, heads resting on drawn-up knees, and hands clasped over necks or heads.

GUESTS

If a pupil wishes to bring a guest to school, permission must be obtained from the assistant principal or principal.

HEALTH SERVICES

Should you need advice concerning a health problem, report to the Health Room. Any student who becomes ill or has an accident during school should report directly to the Health Room. If possible, the student should bring a note from the classroom teacher. Parental permission is necessary for dismissal.

If a student must take medication during school hours, he or she must bring it to the Health Room in a properly labeled pharmaceutical bottle and with a doctor's order for dispensing.

Medical excuses for gym should be brought to the Health Room.

INSURANCE

An accident insurance policy at a very reasonable cost is available each fall. Every pupil is given the opportunity to take the insurance.

All accident or injury insurance claims must be filed by the pupil on a special form in the office immediately following an accident. The insurance company will not pay claims if the accident form has not been filed, regardless of any other forms filed by coaches or teachers.

LOCKERS

Every student will be assigned a locker. A lock combination is issued only to the student who is responsible for his or her own locker and possessions. Sharing of lockers is emphatically discouraged so that locker combinations will remain private. The school cannot assume liability for lost or stolen items.

LOST AND FOUND

All articles found around the school building should be turned in at the office, where they may be claimed by the owners. All stray books, left about the building, will be turned in to the office where students may reclaim them.

PARENT COMMUNICATIONS

Pupils who have received messages or packages from home will be called only at broadcast times to the office counter to pick them up.

SCHOOL STORE

Students are encouraged to visit the school store, located in the Distributive Education room, before school and between classes.

SUMMER STUDY

Summer school is recommended for students who wish or need to raise their grades in subjects they have failed or in which they have performed poorly. Credit will be granted for subjects which have been previously failed and repeated successfully in summer school. No credit will be given for courses which were passed previous to the repetition.

All make-up work done during the summer vacation shall be subject to evaluation within two weeks after the fall opening of school.

TELEPHONES

Pay telephones are available to pupils near the auditorium, first floor, and in the vicinity of the gym. If you have a phone call to make during the day, plan to make it during your lunch hour. Only emergency calls should be made at other times, in which case you should get a permit slip from a member of the faculty. Pupils cannot be called to the office phone except in a case of emergency.

WORKING PERMITS

A job illegally held may cause you, your parents and your employer difficulty. Use the following guide regarding the labor laws of the Commonwealth of Massachusetts which regulate the employment of students of high school age.

Employment Permits and Education Certificates

Both types of working certificates (Employment Permits for those under 16 and Educational Certificates for those over 16) may be obtained by going to the office of the High School Principal or the office of the Superintendent.

Proof of age must be established in all cases for the issuance of either certificate. When you come for your permit for certificate, and if you are not or never have been enrolled at Reading Hfgh School, you must bring with you either a Birth Record or a Baptismal Record which shows date of birth. Before you may get working papers, you must have the promise of a job. Several forms must be filled in by your parent,

your prospective employer, a physician and your school if you are under 16 years of age.

RELEASE SLIPS

When a student is moving, he should obtain a release slip from the office which must be signed by all teachers as well as someone in the Library, indicating that all books and equipment have been returned or paid for. Unless this is done, records cannot be sent to the new school.

A release slip is also required by the Guidance Department, giving permission for records to be mailed.

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RULES OF THE SCHOOL

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ATTENDANCE

EVERY STUDENT HAS THE RIGHT TO A HIGH SCHOOL EDUCATION. WITH THAT RIGHT IS THE CORRESPONDING RESPONSIBILITY OF THE STUDENT TO BE IN ATTENDANCE.

EDUCATION IS A PRIVILEGE. STUDENTS ARE, THEREFORE, EXPECTED TO BE IN SCHOOL, EVERY DAY, IF THEY WISH THE PRIVILEGE OF AN EDUCATION.

PARENTS AND STUDENT SHOULD BE FULLY AWARE THAT, IN MOST CASES, WHAT GOES ON IN THE CLASSROOM--DAILY TEACHING, INTERACTION OF STUDENT WITH TEACHER AND WITH STUDENTS, DISCUSSION, LECTURE, AUDIO/VISUALS, REPORTS, ETC.--CAN NEVER BE DUPLICATED, AND CONSTITUTES A VALID AND CRUCIAL PART OF THE COURSE WORK. FURTHER, EACH STUDENT IS EXPECTED TO CONTRIBUTE TO THE DAILY ACTIVITIES OF HIS CLASSES. WHEN A STUDENT IS ABSENT, THEREFORE, HE SHOULD UNDERSTAND THAT HIS AND HIS CLASSMATES' ACHIEVEMENT WILL BE IMPAIRED.

WE PLACE THE FINAL BURDEN ON THE PUPIL. WE EXPECT HIGH SCHOOL PUPILS TO BE MATURE ENOUGH TO ACCEPT RESPONSIBILITY FOR THIS PART OF THEIR LIFE.

STUDENTS WHO ARE EXCESSIVELY ABSENT DURING ANY SEMESTER WITHOUT GOOD CAUSE MAY RECEIVE ZERO CREDIT FOR ALL COURSES AND BE FORCED TO REPEAT A SEMESTER'S WORK.

OPEN CAMPUS

Reading Memorial High School does not have an "Open Campus." With the exception of those leaving for legitimate reasons, students are not allowed to leave the campus. Those students who leave illegally during any part of the day are subject to immediate suspension after being given the right to a due process hearing.

ABSENCE

Chapters 76 and 77 of the General Laws Relating To Education In The Commonwealth of Massachusetts specifically state the responsibility of parents, pupils and the school regarding atten-

dance. School attendance prior to age 16 is compulsory. School becomes a privilege after 16 years of age. No pupils over 16 will be permitted to leave school permanently without approval from their parent or guardian.

Absences fall into the following categories:

1. Excused: Students and parents should make every attempt to avoid any absence from school other than for legitimate reasons such as, (a) personal illness of the pupil, (b) serious illness or death in the family, (c) family emergency that requires the presence of the pupil, (d) quarantine because of contagious disease, (e) severe storm or impassable roads, or (f) religious observance.

Parental notice to the school office will be required in all cases of legitimate pupil absence. Such notice may be in the form of a written note signed by parent or guardian, or a phone call from parent or guardian to the school office at 944 - 8200. We would like to be notified as early as possible (on the first day of absence) but not later than the day the pupil returns to school. Notice by guardian or parent, either by letter or phone, is required upon the day of return or the student will not be allowed make-up privileges or credit for work missed.

A pupil who is absent for legitimate reasons will be allowed two days to make up work for each day of absence. It shall be the responsibility of the student to arrange for make-up with each of his teachers, and to present proof of legitimate absence to the teachers. In cases of prolonged illness or inability to attend school, special arrangements can be worked out between the school and the home.

2. Unexcused: Such cases occur where the parent is aware of the absence, but the school does not accept the excuse or the school

has not been notified either by phone or by letter. The administration will determine the validity of absence in such instances and if the absence is not excused, the teacher will not be required to provide make-up opportunity.

3. Truant: A student will be considered truant when he or she is absent from school without permission of parent or guardian or school administration, or when a student is deliberately late to school. Students who are truant are subject to immediate suspension after a due process hearing. NO MAKE-UP OR CREDIT WILL BE ALLOWED FOR WORK MISSED DURING THE TIME OF TRUANCY.

The school will notify the parent periodically, either by phone or by letter, of unauthorized absence from school or class(es) by the student. The school expects that parents will share in the responsibility of their children's attendance and scholastic achievement by active cooperation and communication with the school.

4. Trips: Trips are considered an unexcused absence. The school actively discourages non-school sponsored trips or family vacations which do not coincide with school vacations. If such cases occur, parents should advise the school in writing at least ten days in advance. The student may then be permitted to arrange for advance assignments and plan with his teachers for make-up upon his return.

5. Early Release: There are occasionally compelling reasons for a student to finish his or her school year prior to the official ending. The school must receive a written request for release from parent or guardian at least ten days in advance. If the request is approved by the

principal, the student will receive a mark of "Incomplete" in all current courses until course requirements have been met to the satisfaction of teachers. FINAL EXAMINATIONS WILL NOT BE WAIVED OR ADMINISTERED EARLY IN SUCH CASES.

ADMISSION FOLLOWING ABSENCE

Upon return from an absence, a student must obtain an admission slip from the homeroom teacher. The admission slip will be designated "EXCUSED" or "UNEXCUSED" or "TRUANT." The student is to submit his admission slip to each teacher in order to be admitted to class.

Students who have not submitted a proper written parental excuse or have not had the school notified by phone by the day of return will be provided with an "UNEXCUSED" admission slip pending submission of an acceptable excuse.

DISMISSAL

1. Any student planning to be dismissed from school should submit a written parental request at the attendance office not later than the end of the homeroom period of the day the dismissal is desired.

2. Dismissals are also permitted under certain circumstances at personal appearance or telephone call of a parent.

3. Dismissals are approved by the nurse in case of illness.

4. Requests for dismissal without good reason will be denied. Parents are advised that appointments with doctors and dentists should be scheduled, when possible, so as not to interfere with school time.

5. Any student leaving the campus without authorization from a principal prior to the completion of his or her last class will be subject to immediate suspension.

TRUANCY FROM CLASS

The following procedure will occur when a student is truant from class:

1. First Offense

A. On the first occasion that a student is proven truant during any semester, the teacher whose class was missed will notify parents by telephone or mail on that day.

B. The teacher will also notify the department head who will keep a record of the truancy. Both will have a conference with the student to determine the reason for truancy.

C. The department head will assign the student detention, either to the teacher whose class was missed, or to the daily detention room. The names of students assigned to the detention hall will be turned in to the office by the department head on a daily basis.

D. The department head will notify the appropriate guidance counselor of the truancy.

2. Second Offense

A. On the second proven truancy in the same course, the teacher will notify the appropriate assistant principal. The assistant principal will notify the parents of the consequences of a third offense, and take appropriate disciplinary action. The student's guidance counselor will again be notified for a conference to be arranged.

3. Third Offense

On the occasion of the third truancy in the same course during any semester, the student will be dropped from the class and for the remainder of the semester assigned to a quiet study room. The assistant principal will also assure the appropriate notation is made on the student's permanent record card that he or she was dropped from class for reason of chronic truancy and has received no credit (7.0) for the course.

Students who are proven truant and are members of extra-curricular activities run the risk of being excluded from those activities.

Pupils truant two or more non-consecutive times will not be allowed to receive any class, athletic, or faculty honors for that year.

TARDINESS

Students who present notes from parent or guardian which state the reason for tardiness as illness, death of a family member, close

relative or friend, appointment with physician, dentist or Registry of Motor Vehicles, or appearance in court will be excused.

Students who present notes or state their reasons for tardiness for personal reasons, failure of alarm clocks, oversleeping, will be unexcused.

All other reasons for tardiness will be reviewed by the appropriate assistant principal for a determination as to whether the tardiness is excused or unexcused.

Parents are encouraged to write tardiness notes for their children on the day they are tardy, as not having a note may cause delay in the sign-in process.

Students will be disciplined in a differential manner as a function of their frequency of tardiness.

A. If a student's unexcused tardiness causes him/her to miss all or a substantial part of a class, the occasion will be considered a cut from class and will be processed as provided by the class-cut policy.

B. In addition, tardy students will be subject to the following disciplinary actions:

1. On the occasion of the first three unexcused tardies, no disciplinary action will be taken aside from that stated in Part A.

2. On the occasion of the fourth and fifth tardies, the student will be required to serve detention.

3. On the occasion of the sixth and seventh tardies, the student will be required to serve double detentions.

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4. On the occasion of the eighth tardy, and each tardy thereafter, the student will receive a one-day suspension to be followed by a parent conference before the student is re-admitted to school.

JUNIOR-SENIOR RESPONSIBILITY PROGRAM PURPOSE

The purpose of this program is to give Juniors and Seniors experience in the management of unassigned time and to develop resulting habits of self-discipline and responsibility. Juniors and Seniors are allowed to leave school when all their classes are over for the day. These privileges are not license to wander the corridors or to hang around lavatories. No Junior or Senior may leave the school grounds during the day unless he is released by early dismissal or involved in work-study program. If these privileges are abused or if a student's academic progress warrants, these privileges may be suspended for a period of time. A teacher or parent who feels such action is in the best interest of a student should refer the matter to the appropriate administrator, as stated below.

JUNIOR-SENIOR RESPONSIBILITY PROGRAM GUIDELINES

I. Juniors and Seniors may use unassigned time to:

A. Use the cafeteria area.

B. Go out-of-doors, but not leave the school grounds.

C. Use the library and media center

D. Use any lab or classroom with permission of the teacher.

E. Join an on-going class with the teacher's permission.

F. Pursue independent study projects.

G. Leave at the end of the last scheduled class if there is no after-school obligation.

2. Juniors and Seniors are not permitted to:

A. Loiter in corridors or lavatories.

B. Be in or around automobiles.

C. Disrupt classes.

D. Be in corridors where classes are in session.

E. Leave the campus except after the last class of the day.

3. Any Junior or Senior will be assigned to study periods if there is:

A. Abuse of unassigned time.

B. Excessive absence or tardiness.

C. Unsatisfactory achievement.

D. Class cutting or truancy.

E. Smoking in unauthorized areas.

F. Parental request for assignment.

G. Failure to respond promptly and courteously to requests of staff members.

4. Juniors and Seniors leaving school grounds without permission prior to their last class of the day are subject to immediate suspension.

A supervised study area will be available at all times for students who need a quiet area.

SENIOR PRIVILEGE PASS

This privilege allows seniors who have met the attendance requirements listed below, who are passing all of their subjects and who have parental approval, to go off campus as long as they continue to meet all class commitments.

Criteria for the Privilege

Attendance:
The student must not be absent from school more than five times per semester during his/her senior year, unless in the case of severe illness or some other acceptable reason (see handbook).

Punctuality:
The student must not be tardy more than three times per semester during his/her senior year without acceptable excuse. Pupils are expected to assume full responsibility for meeting time schedule.

Scholarship:
The student must pass each of his/her scheduled subjects.

Parental Consent:
The parents of the student must show approval by signing the senior pass (parental permission slips for those under 18), which will entitle the student to leave the school campus during unassigned periods.

Criteria for Revocation of this Privilege

Immediate revocation of this privilege will occur if:

- the student is truant from any class two times during a single marking period.
- the student vandalizes school property, steals, gambles, drinks or is in possession of alcoholic beverages or drugs, or drives a student who does not have a pass off campus.
- the student becomes a disturbance to the community of the Town of Reading
- the student fails to record the time of his/her departure from school and the arrival back at the school
- the student fails to present his/her pass upon request to any of the faculty. (Loss of pass should be reported to assistant principal in charge of seniors immediately to obtain new one.)

- the student violates any of the criteria for which the pass was issued

- the student is suspended from school for any reason

- the student fails to fulfill disciplinary obligations to principals.

BEHAVIOR

The school has reasonable rules and regulations for the control of pupil behavior so that a healthy climate for profitable learning can be maintained at all times. The school recognizes that the most effective and, therefore, the most desirable kind of control is the self-discipline exercised by pupils collectively and individually. Pupils are encouraged to assume responsibility for controlling themselves.

In an assembly certain common courtesies are expected. Whistling, raucous applause, talking and other distracting actions are forbidden. Once the program starts, students are expected to give their full attention to it. Students should not loiter in the paths of others who are moving. Running in the halls is prohibited.

All blatant examples of discourtesy or disobedience will be dealt with severely. Serious infractions of rules and regulations always call for suspension and possible expulsion of the pupil. Repeated minor infractions of rules and regulations also call for suspension and possible permanent exclusion from school.

Suspension occurs when a pupil is dropped from the school rolls for disciplinary reasons. Pupils by law may be suspended for a limit of ten school days for any one suspension. A pupil suspended may not return to school unless accompanied by a parent or guardian.

Expulsion occurs when a pupil is dropped from the school rolls permanently, or at least for the remainder of the school year. The School Committee, acting on the recommendation of the principal and superintendent, is the only body that may expel a pupil. A student has a right to a hearing before the School Committee under such circumstances.

Withdrawal occurs when a pupil leaves school to attend either a different school or to go to work. A pupil who withdraws from school for disciplinary reasons at the request of the administration may return at the beginning of the next semester but must repeat the previous semester's work.

CAFETERIA

Cafeteria regulations are simple rules based on the fact that good manners, courtesy, and proper eating habits are expected of everyone.

1. Pupils may choose their own tables and lunch companions.

2. All or part of your lunch may be purchased in the cafeteria. Hot lunches are served every day with two different menus usually available.

3. Lunches are to be eaten only in the cafeteria, and no food is to be taken out of the cafeterial. The only exception to the rule would be food that is cooked and consumed in the foods lab.

Food wrappers, milk cartons, and garbage clutter parts of the building other than the cafeteria, contributing to unsavory and unsanitary conditions within the building and creating an unnecessary custodial burden.

4. Each pupil is responsible at the end of his lunch for:
   (a) Cleaning his part of the table and getting rid of his trash in the proper receptacles;
   (b) Placing chair against table.

5. Card-playing is not allowed in the school. (See Gambling Rule)

OUTDOOR PRIVILEGES DURING LUNCH PERIODS

On the assumption that almost all pupils in the Reading Memorial High School are capable and desirous of good citizenship and self-improvement, pupils have been granted the privilege of going outdoors during clement weather in the fall and spring. This privilege will continue as long as the student body demonstrates the willingness to assume individual and collective responsibility to abide by the following conditions:

1. All students, except those with valid senior passes, must remain in the prescribed area at all times. This area is the school grounds, bounded by Oakland Road, the practice fields, the tennis courts, the walk leading from the tennis courts to the back parking lot (asphalt area), and the guard rail at the top of the slope leading to the upper parking lot.

At no time should a student cross Oakland Road. The upper parking lot is off-limits. Students may park their cars in the upper parking lot but are not to be in or around them until the school day is completed.

2. All pupils must assume personal responsibility for protecting the grounds and foliage and take pride in maintaining the excellent appearance of the buildings and grounds.

3. All food must be eaten in the cafeteria.

4. No papers or litter are to be carried outdoors.

5. There is to be no drinking of alcoholic beverages or use of drugs.

6. No pupil is to enter a car at any time unless leaving or returning to the grounds with a valid senior pass.

7. Pupils who wish to participate in athletics must confine their activities to the lower play area and the tennis or basketball courts.

8. Pupils are to assume full responsibility for meeting time schedules.

SCHOOL DANCES

Conduct at School Dances

Reading Memorial High School dances are for Reading Memorial High School students primarily. Outsiders may be admitted if they are guests of R.M.H.S. students.

Smoking in the building is strictly forbidden for R.M.H.S. students as well as their guests. A smoking area is provided in the courtyard.

Anyone not conducting himself in an orderly manner will be asked to leave immediately.

Anyone leaving the building after the social affair has started will not be permitted to return unless permission is granted by the chaperones.

Since all decorations are the property of the dance committees and are put up for the dancers' enjoyment, they are not to be removed or destroyed.

All bands engaged for dances shall have the approval of the faculty advisor.

Dress should be suitable to the motif of the dance.

Any student or guest under the influence of alcohol or drugs will be denied the privilege of entrance and participation in any school function.

Smoking in the building is strictly forbidden for R.M.H.S. students as well as their guests.

DRESS

All pupils are expected to dress properly for school. The appearance of the student body is recognized as a major factor in the overall environment of the school. Dress patterns may change with various style trends; however, unattractive, extreme and questionable fads have always been frowned upon. Clean, neat, appropriate clothes along with the basics of good grooming are recommended to every student in order to maintain the high standards of the school.

Only those items of clothing, or grooming, considered improper or unacceptable by a large majority of the students are specifically prohibited. Judgements regarding the limits of acceptable behavior still remain in the domain of the school principals.

DRINKING

No alcoholic beverages are allowed in the school or on the grounds. Any student found under the influence of alcohol will not be allowed to enter or to remain in school at any time.

DRUGS

There are to be no drugs in the school building or on the grounds. Any student found to be under the influence of drugs will not be allowed to enter or to remain in school at any time.

FIGHTING

No fighting will be tolerated in the building or on school grounds. Students caught fighting will be suspended immediately.

GAMBLING

The Administration does not consider gambling appropriate in the school environment. Games of chance do not realistically result in the achievement of the school's educational objectives previously stated in the R.M.H.S. philosophy. Gambling, therefore, is not allowed.

RADIOS

Students are not to bring portable radios, tapedecks or record players onto school grounds. A juke box is provided for student use in the cafeteria. Requests for record changes in the juke box may be left in Ms. Sellers' office.

SMOKING

Smoking is a recognized health hazard and students are urged not to engage in the habit.

Two designated smoking areas are maintained outside the building. One is located in the back parking lot; the other is outside the Focus entryway. Cigarette butts are to be placed in the proper receptacles. Students are forbidden to smoke anywhere in the building. Those who are caught violating this rule will receive a mandatory three-day suspension. Students who are caught smoking outside in any area other than the two designated smoking areas will receive three days' detention.

SNOW BALL THROWING

Throwing snow balls in or around the school or in the streets abutting the school grounds is forbidden.

VANDALISM AND THEFT

Each student is expected to assume responsibility for the care of all school or private property. Destruction and/or theft of private or community property deprives individuals of their rights of ownership. Anyone found vandalizing or stealing private or school property will be dealt with severely.

VEHICLE REGULATIONS

Students who drive automobiles or motorcycles to school must obey the following rules and regulations:

1. Leave description and registration at school office.
2. Speeds must not exceed 15 mph while on the school driveways or parking areas.
3. All parking spaces on school property are reserved exclusively for school personnel. Students will not park in the area behind the link to the cafeteria.
4. No student is to be in a car except to come to and leave from school.

DETENTION

Detention is held every day in Room 142 and starts promptly at 2:25. Students should be prepared to work while there. Any student who skips detention is subject to immediate suspension.

OFF-LIMITS AREAS

Students have free access to those areas of the school which are used for normal, supervised activities. Such functional, instructional or recreational areas as restrooms, cafeteria, classrooms, laboratories, libraries, locker areas, etc. are included.

All areas of the school that are not designated as functional, instructional or recreational, i.e., roofs, boiler and maintenance rooms, backstage of the auditorium, catwalks, teachers' restrooms and other locked, unused or private areas, are OFF LIMITS unless students are accompanied by school personnel.

Bell Schedule - 1979-1980

Regular

Warning Bell	7:36
H.R.	7:40 - 7:53
1	7:58 - 8:41
2	8:46 - 9:29
3	9:34 - 10:17
4	10:22 - 11:05
5	11:09 - 11:52
6	11:56 - 12:39
7	12:44 - 1:27
8	1:32 - 2:15

Extended H.R.

	7:36
7:40 -	8:15
8:20 -	9:00
9:05 -	9:45
9:50 -	10:30
10:35 -	11:15
11:20 -	12:00
12:05 -	12:45
12:50 -	1:30
1:35 -	2:15

9-Period Day

	7:36
7:40 -	7:53
7:58 -	8:36
8:41 -	9:19
9:24 -	10:02
10:07 -	10:45
10:50 -	11:27
11:32 -	12:09
12:14 -	12:51
12:56 -	1:33
1:38 -	2:15

Half-day Assembly

	Warning Bell	7:36
	H.R.	7:40 - 7:53
Per.	1 or 3	7:58 - 8:33
	2 or 4	8:38 - 9:13
	3 or 6	9:18 - 9:53
	4 or 7	9:58 - 10:33
	5 or 8	10:38 - 11:13
	Assembly	11:20 - Noon

Rally Schedule

	7:36
H.R.	7:40 - 7:53
1	7:58 - 8:38
2	8:43 - 9:23
3	9:28 - 10:08
4	10:13 - 10:53
5	10:58 - 11:38
6	11:43 - 12:23
7	12:28 - 1:08
8	1:13 - 1:53
Rally	1:58 - 2:15

V. TRANSITION ACTIVITIES

I. Descriptions of Academic Courses

Language Arts includes English and Reading. Some of the areas you will study are: parts of speech, punctuation, good sentence and paragraph building, spelling, and vocabulary. You will use the dictionary, encyclopedia and card catalog. You will read some exciting selections in literature.

In Math, you will measure, compute and solve problems with your classmates.

In Science you will search for new answers and learn more about man and his place in the world around him.

Seventh grade Social Studies includes physical geography, a study of countries and how culture is related to the natural environment.

II. Special Needs Resource Room

In the Junior High, the Special Needs Resource Room will be very much like the Special Needs Resource Room in your school. You will go there for a certain number of periods a week and the teacher will help you with areas where you are having difficulty. The Resource Room teachers will talk with your subject teachers regularly so they can know the best ways to help you.

III. Midquarters

These are warning slips sent home half way between report cards. The midquarters are to help you so that you won't slip down in a particular subject without really knowing it. If you get a midquarter, then you can work harder to bring up the weak spot.

IV. Make Up Work

It is your job to find out your missing work when you are absent. Your teachers will all help you do this job. If you make up your work right away, you will not fall behind.

V. Lockers

Each student is assigned his own locker located in the corridor. In the morning, at 8-8:10, students go to their lockers, then to their homerooms.

VI. Homeroom period

After homeroom period, you will go to your first class and take the books and all materials for your morning classes.

VII. Classes

You will have classes with an entire section of students. This whole group proceeds from class to class together. You will soon learn your schedule, with the help of your program card and your classmates. Between classes you will have three minutes to go to the next room.

VIII. Extra Help

Before and after school teachers are available for extra help wherever needed. Take advantage of it if you feel you didn't quite understand the lesson that day.

IX. Organization and Materials (things you need)

1. Loose leaf binder - tape schedule to inside cover.

   a. Set up in sections - 4 academic subject areas.

   b. Large manila envelopes for each section to hold extra sheets, notes, instructions for assignments under each academic subject.

2. Assignment notebook

   Sample page:

   Monday - May 12

Assignment	When Due
English	
Soc.	
Sci.	
Math.	

3. Pencils and Pens - always both (could carry in looseleaf binder in a 'ziploc' bag.)

4. Textbooks, folders, workbooks, etc. needed for each class. In the morning gather at locker all materials needed until lunch. Return books and materials to the locker. After lunch, gather materials needed for the afternoon.

MAP ACTIVITIES

Try a few of these practice runs:

1. Go from English class Room 1, to Social Studies, Room 5. Draw a red line.
2. After Social Studies, you are going to Art. Draw a blue line to the Art room.
3. Third period is math, room 12. Draw a green line to Room 12.
4. Your final class of the morning is Science, Lab #1, draw an orange line along your route.
5. Before lunch, return to your locker, then go to the Cafetorium. You may buy or bring your lunch.
6. Look over the map. Put a red square in the Foods lab, a green star in the Wood Shop and a blue triangle in the Library (Multi-media resource center).
7. You are in the Music Room and are going to the Resource Room, 15. Draw a dotted red line to trace your path.
8. From Room 2, draw a dotted blue line showing the quickest route to Science Lab. 2.
9. From the clothing lab, draw a black line showing the shortest route to Room 11, Math.
10. If you are absent, bring a note to the office when you return to school. Put a capital N in the office.
11. Before lunch, go to your locker, return books, and go to the cafeteria. You may buy or bring your lunch.

MAP ACTIVITIES

1. You are in the boys' gym and must go 105 for English, draw a red line showing the route you will travel.

2. You are in Science - 306 and must next go to Math 204. Show me the route and put an X on Room 103.

3. You are leaving the Resource Room (1st Floor) headed for Wood Shop, draw a blue line to trace your path.

4. Look over the map, put a red square in the Foods Room, a green star in the Art Room, and a black circle in the Cafeteria.

5. You are in the Library (Allard Resource Center), draw a dotted line to Soc. class, Room 202.

6. You are being dismissed, bring a note to the office when you get to school. Put a red X on the office.

7. You are in English 103, draw a red line to your next class - Music (Room 1 in basement).

8. You are in Metal Shop, draw a blue line to the Guidance office.

LOCKER ACTIVITIES

What will you need?

Sample Questions

1. Monday morning you have English, Study Hall, Math, Music and Science. What will you take from your locker?

2. Tuesday morning you have Social Studies, Math, Art, Gym, and English. What will you take from your locker?

3. Before going home you return to your locker and check your assignment notebook. You have a Research assignment for English and 2 pages of Math. What materials will you take home?

4. Friday night you have no homework for the weekend. Lucky you! What will you bring home?

CLASS ACTIVITIES

Try these exercises! In which class would you learn the following information?

1. How do mountain people live?

2. How do blood vessels work?

3. How do you measure with the metric system?

4. How do you use the card catalog in the library?

5. How do you learn to write a good paragraph?

6. How do you find the square root of a number?

7. Why does the Human eye see an after image?

8. What are the major rivers in France?

9. How do you create and make a pendant?

10. How do you build a bird house?

11. How do you make a pair of wrought iron candle sticks?

VI. STUDENT EXPECTATIONS OF JUNIOR/SENIOR HIGH SCHOOL

Student Exercises:

Describe what you expect in junior (senior) high school. Tell how you feel about going to junior/senior high school.

VII. STUDENT EVALUATION QUESTIONNAIRE

Student Name:

School:

Student Questionnaire

The move from grade six/eight to grade seven/nine is a big step. We will be doing many things to assist you make this move easier for you. We would like you to help us as we review your program. Please answer the following questions as best you can.

Which of the following worried you most about this School?

	very much	somewhat	not at all
getting lost	____	____	____
the work	____	____	____
the teachers	____	____	____
friends	____	____	____
other. (Please explain)	____	____	____

Is the seventh grade work harder than you expected?

____ ____ ____

Do you feel you were well prepared for the work?

____ ____ ____

Was it hard to find your way around the school?

____ ____ ____

Was it hard to make new friends? ____ ____ ____

Was the day you spent visiting in the spring helpful?

____ ____ ____

Were the exercises presented to you at your old school helpful?

____ ____ ____

Did you get information about this school from:

	YES	NO
parents	____	____
brothers/sisters	____	____
other students	____	____
teachers:	____	____

Did you find friends from your old school in some of your classes?

____ ____

Please tell us any ideas you have which may help us to improve our orientation program for other students.

VIII. SUCCESS-ORIENTED CLASSROOM: THE CONTRACTUAL APPROACH

Developed by Eva Pytowska and Nello-John Pesci, C. 1979

Developing a Group-Contract in a Content Area: Worksheet:

1. Assume that you have decided to establish one of your courses as success-oriented--contractually based course. Which course (of those you are presently teaching) would you consider introducing the contract to at first? Consider the following variables: class size, time of the day, level of difficulty, the amount of supplementary materials you have for the course, etc. MAKE IT EASY FOR YOURSELF WHEN YOU ARE TRYING OUT A CONTRACT FOR THE FIRST TIME.

   Name of the course: Approx. class size:

   Time of the day: Level of difficulty:

   Do students need to be more motivated in this course? Yes No Somewhat

2. What are the five major goals you and your students are working towards in this course? Please include social, intellectual, as well as affective goals, i.e. not just goals that are content-oriented.
   a)
   b)
   c)
   d)
   e)

3. What are the many different tasks you expect your students to fulfill during the semester?
   Make a 'laundry-list' of tasks, i.e., lab reports, word bank, worksheets, book reports, land reliefs. visual aids, photos, journals, diaries, tests, quizzes, research papers, etc., etc., etc.)
   a)
   b)
   c)
   d)
   e)
   f)
   g)
   h)
   i)
   j)
   k)
   l)
   m)
   n)
   o)
   p)

   Of the tasks you listed above, separate out the more long-term vs. short-term tasks, the main vs. the supportive tasks, the products vs. sub-products, i.e.

Long-term (over one week to complete) Main tasks Main products		Short-term (under one week to complete) Supportive tasks Sub-products	
	POINTS		POINTS
Lab report		Experimental design, hypothesis, outline, etc.	
Word bank		Vocabulary work sheet	
Table lamp		Tools inventory	
Book report		Bibliography page, title page, introduction	
Programmed instruction booklet on fractions		Specific pages, self-corrective page, etc.	
Group project			

4. Attach point values to tasks for grade determination, based on, i.e., length of time task requires, degree of difficulty, students' familiarity with a task, the degree to which each task reinforces the basic skills which you are trying to teach, etc.,
Note: The basic idea is to make it possible for all students to pass the course if they only try; however, the easier the tasks a student chooses for h/herself, the more tasks such a student should need to complete for a grade. IT MUST BE POSSIBLE TO REACH AN A BY COMPLETING A LARGE QUANTITY OF SMALL/SIMPLE/SHORT TERM TASKS. Use previous page to record the points next to tasks.

5. Establish the number of points required for each letter grade, i.e., A=500 pts., etc.
Alternately, you can begin by establishing task requirements for each letter grade, and then figuring out the points, i.e.,
A=Book Report, 5 Worksheets, One Visual Aid, One Class Presentation, etc.

   This is the most difficult part of building up a contract. Check the point requirements over a number of times to make sure that they truly reflect the goals you listed under number 2 above.

   If one of your goals is to increase the level of motivation of your students, you want to make sure that there are as many short-term tasks on your list, and that points assigned to such tasks make it possible to reach at least a B grade by doing something little every week.

A =	or	A =	B- =	
B =		A- =	C+ =	
C =		B+ =		
D =		B =		etc.

6. You have to now make a very important decision.
How are you going to deal with the points students earn on tests and quizzes?
Below you will find some options:

   a) Make quizzes and tests optional BUT assign significantly large number of points to such tasks, so that by 'volunteering' to take tests and quizzes the students will be able to cut down their work load by at least one fourth or one third.

   b) Make it clear that all quizzes and tests on which a student scores less than a certain cut-off limit will have to be re-done, i.e., Tests = 150, below 100 pts. tests must be redone, above 100 pts. the points earned are added on the contract log.

   c) If a student retakes a test and still does not reach a set cut-off point, you will have to decide how to deal with such a situation on an individual basis, i.e.
      - lower the criterion level to meet the student's ability level and then slowly increase it back to the group criterion;
      - consider alternative way of testing such as oral, unlimited time, take-home, in a small-group, with a buddy, on a computer, with a calculator, etc. (If a student has an IEP, consult the IEP for suggestions on how to test);

- waive the test requirement for the student for a limited time during which the student will be tutored in test-taking skills, etc.

- check the student's contract to see as to whether the tasks which the student has chosen for h/herself are conducive to practicing those skills which are blocking the student from successful test taking. If the contract doesn't reflect tasks which are of remedial nature for this student, you may have to counsel the student to alter his/her choice.

d) Build activities which reinforce test-taking skills into the list of tasks included in your contract. Offer a special point prize to those students who have difficulty with taking tests and choose the test-taking tasks on their contracts.

e) Eliminate tests and quizzes. Instead, build in all those skills which you want to test a student on into the evaluation of their specific tasks, i.e. requiring students to rewrite those essays which contain factual mistakes; requiring students to redo those projects which they accomplished with inappropriate tools, etc.

UNDER NO CIRCUMSTANCES SHOULD YOU AVERAGE THE TEST/QUIZ POINTS INTO THE REST OF THE POINTS YOUR STUDENTS GAIN WHILE WORKING ON CONTRACTS. THIS DESTROYS THE IDEA OF COMPETENCY BASED/NON-FAILURE APPROACH. STUDENTS SHOULD NOT BE PUNISHED IF THEY 'FAIL' TESTS BECAUSE THEY WILL REFUSE TO TAKE TESTS AND/OR CUT CLASS ON THE DAYS OF TESTS, etc., etc., etc.,.....

7. GO BACK OVER YOUR CONTRACT. Does it satisfy your needs?
Will it satisfy the students needs?

a) Does it make those tasks which most reflect your goals in #2 above most attractive to the students? For example, if you want your students to improve their writing skills, do written assignments/tasks have a higher point value than worksheets and graphs?

b) Do you want to set up specific limits on any aspect of the contract, i.e. the maximum number of points one can gain in one week; the number of weeks a student has to complete any tasks marked 're-do', etc.?

8. FINALLY: Decide how much time you are going to give to your students to work on their contracts in class.
If, for example, you allow two periods a week for such work, you will use those two periods to assist students on individual basis, to counsel them, to tutor them in small groups, etc.

READING WORKSHOP 'WORKING PAPERS': ENCLOSURE A

Elements of Success-Oriented Classroom Model:

S t u d e n t - O r i e n t e d	T e a c h e r - O r i e n t e d
Set own goals (within parameters).	Clarify expectations.
Choose tasks through which long-range goals can be met (within parameters). Choose topics through which tasks are accomplished.	Clarify task/topic options -teach skills needed to accomplish tasks. -teach content needed to accomplish tasks.
Know consequences of specific behaviors. -Know how to avoid unwanted behaviors. -Know why to avoid certain behaviors. -Are not subject to punishment.	Specify consequences of behaviors. -Set limits. -Monitor behaviors. -Carry out necessary strategies. -Counsel students. -Do not administer punishments.
Strive for self-improvement. -Know which areas to improve in. -Learn how to improve. -Have help available. -Are free to learn through mistakes.	Evaluate students based on individual improvement -Evaluate task completion. -Set individual quality standards. -Do not compare students. -Do not fail students for making mistakes.
Have time to work on projects in class. -Learn to respect others' time and space. -Learn to value own time and space. -Cannot blame circumstances for failure.	Have time to work with individual students in class. -Establish 'my time/your time' system. -Respect students' time. -Demand respect for own time -Do not buy into "victim" syndrome.
Learn that content-mastery is beneficial to them. -Better test scores mean less work. -Higher quality means less work.	Are free to use tests in multiple ways: -As diagnostic tools. -To teach test-taking skills -To evaluate content-mastery -No need to water tests down because students are not afraid to fail.
Learn to be flexible and to expect and accept change. -Learn to understand different grading systems. -Learn to work on different contracts.	Change/Redesign contracts to bring about more advanced behaviors. (more composite behaviors) and higher expectations for content and skill mastery.

ENCLOSURE A cont...

Contract logistics, cont.

7. Behavior management is included in the group contract under a separate category.

8. More advanced contracts will introduce more composite behaviors as one, for example: in a more advanced contract attendance, punctuality, bringing in notebook/pencil, text and active listening and participation may all be clustered under the category of 'participation' and assigned an all/or/nothing value, whereas in previous contracts each specific behavior could be reinforced separately.

9. Students will be allowed to set own goals. If a student chooses to fail the course, h/she will be allowed to do so in freedom and peace; provided, however, that this student cannot disturb other students and the teacher.

10. It follows that if a student chooses to waste a "your day" h/she will be allowed to do so, provided that the same is true as in point 9 above.

11. A distinction is being made between students who choose to fail and students who do not know or understand how they can succeed under the contract system. "Slow understanders" will be afforded much opportunity to have individual sessions with their teachers, including sessions devoted to goal-setting, choosing of tasks, calculation of points in relation to weekly task requirements, understanding of the role of tests, etc..

    Note: It is possible that some students who truly do not understand the contract system will hide under an "I choose to fail" posture. Therefore it is important not to form judgments too quickly, and to always allow students who "choose to fail" to approach the teacher and ask for help.

12. "Allowing a student to fail" means true and unfaked indifference to their choice. It involves no sarcasm, nor pointing out, nor ridiculing. It involves no punishment except for the originally stated consequences of specific behaviors. When a student who "chooses to fail" is sent out of class due to acting-out behavior, the disciplinary referral should specify the correct behavior, i.e. disturbing others and should not mention "doing no work."

13. Students will have own folders in each course, including quarterly and weekly evaluation sheets. It is important that students keep a tab on their own points - separate from the teachers' records.

ENCLOSURE A cont...

Contract Logistics:

1. Will not start until approx. end of September:
   -each Team member will know other members' contracts.
   -each Team member will adapt the contract to h/her own needs, content requirements, personal teaching style, etc..

2. Will be re-negotiable on quarterly basis in order for this ninth grade program to successively approximate a "typical" Reading High classroom/course, thus enabling the students to experience success on an on-going basis.

3. Quality of student performance will be shaped through individual evaluations.
   -students can correct/redo own work.
   -skill exectations are the same in all courses.
   -all students are expected to grow and improve, regardless of the grade they are striving for (i.e., choice of goals affects only quantity never quality of work).

4. Specific parameters are set on the group contract through weekly point limits.

5. Contract categories under which tasks fall will be uniform in all classes, i.e.
   -Reading-Related Task Categories:
   Writing
   Speaking (Oral)
   Representing (Graphic)

   -Special Tasks Category:
   Vocabulary
   Research (incl. library skills)
   Planning (Projects requiring planning)
   Test-Taking

   Note: This is a tentative plan. The point is to reinforce the concept of reading as all inclusive and highly relevant.

6. Topics falling under various task-categories will change on weekly/monthly basis, and will be content-related. A choice of topics under most categories will assure that students who have not developed lower-level skills will not be forced into skill-areas which they lack prerequisites for. For example, topics falling under the category of writing in a given week may stress skills such as:

-describing	-comparing
-stating	-contrasting
-defining	-debating
-summarizing	-discussing

   in relation to a single issue, such "Faces of democracy in the U.S.A."

ENCLOSURE A cont..

Contract logistics, cont.

14. Superior work will be awarded bonus points (this is a set number of points built into each contract). This will encourage students who are more motivated and self-starters to strive for high quality work. It also emphasizes the "economy" aspect of the contract system.

15. Teachers will not lower the required number of points for each grade once a contract has begun. Instead, they will give students either extra "your days" or opportunity to complete special projects on "my days." For example, on a day following the democratic primary, the teachers can announce a special discussion day and afford the students an opportunity to gain extra points.

16. Points gained through tests will be initially added in (first contract). In the last contract, cut-off points will be set for each grade criterion, and students will be required to reach cut-off level or to retake the test. (This plan and its appropriateness will be discussed and evaluated before introduction of changes. Other options are possible.)

ENCLOSURE B: SKILL AREAS IN RELATION TO TASK REQUIREMENTS IN THE CONTRACT OUTLINE

R = required
V = optional

READING RELATED TASKS

Skill Area	Task Category	Points	Subject Areas: Business	English	Social Studies
Skills Classroom Procedures	Attendance and Punctuality	5			
	Text, Notebook, Pencil	5			
	Class Performance	20			
WRITING SKILLS	READ-ING-RELATED TASKS				
	Weekly Report on Class Work				
	Letters				
	Reaction to Readings, Films, Precis Lectures, etc.				
	Outlines				
	Summaries				
	Journals/Diaries				
	Questions				
	Book Report				
ORAL and Communication Skills	Oral Presentations				
	Tapes				
	Poems (recited)				
	Songs				
	Oral Reading (Volunteering)				
	Humor, Puns				
	Skits				
	Role Playing				
eading/Observation/ lassification/Main Idea/ epresentation/Fact/Opinion	Graphic Work:				
	Maps				
	Graphs				
	Charts				
	Models				
	Mobiles				
	Relief				
	Collages				
	Photography				
	Videotape				
	Overheads				
	Bulletin Board Display				
	Illustrations				
	Posters				
	Comic Strips				
	Cartoons				
	Games				

ENCLOSURE B: CONTINUED

SPECIAL TASK CATEGORIES

Skill Area	Task Category	Points	Subject Areas: Business	English	Social Studies
Vocabulary Skills (required category)	VOCABULARY:				
	End of week report				
	Use in notebook				
	Use in sentences				
	Use in essays				
	Puzzles				
	Charts				
	Games				
	Quiz (Make and take)				
	Word Bank				
Test-Taking Skills Spelling	SPELLING:				
	Packets (Rule acquisition and application)				
	Quizzes				
	Games				
	TEST-TAKING:				
	(Exams)				
	(Tests)MAKE AND TAKE				
	(Quizzes)				
	Study Plan				
	Use of notes				
	Asking Questions				
	Related Vocabulary				
	Test-taking skills practice packet				
Planning Skills/and Social Skills	Projects Requring Planning:				
	Group projects				
	Current Events Journal				
	Diary (Poems, prose, songs, graphic)				
	Careers project				
	Inquiry into Problem				
	Class Lesson				
	Debate				
	Drama				
	Country Project				
	Oral History				

ENCLOSURE B: CONTINUED

SPECIAL TASK CATEGORY

Skill Area	Task Category	Points	Subject Areas: Business	English	Social Studies
RESEARCH SKILLS	I. Topic Selection II. Notes from notecards III. Outline IV. Final Product				
	Library Worksheets Bibliography Workshop Notetaking Worksheet Outline Worksheet Related Vocabulary Worksheet				

ENCLOSURE C.

Classroom Management Category - First Contract:

Attendance and Punctuality, 5 days a week:
Earned points: 5
Pencil, Notebook and Text, 5 days a week:
Earned points: 5
Class Preparedness (Homework): Reading for all 'teacher's days' and Special days
Earned points: 10
Performance in Class Activities: Evident all week
Includes minimally: Listening to teacher and students, notetaking, reading, contributing in discussions, positive interaction with peers.
Proof of participation is student-initiated, i.e. "the following extra project is a proof of my participation this week."
Negative group behavior at any time in the week precludes the possibility of earning points in this category. This means that students cannot earn "performance in class" points if they made fun of other students, even if they have proof of participation.
Earned points: 20

Added features:

-There are no negative points involved. Points are either not earned, or (step #2) earning power is lost (based on percentage of days missed).

Note: Step #2 has legal implications. Check out + clear with Charlie final arrangements.

Care of classroom equipment and clean-up will be expected in all classes. Specifics are up to individual teachers.

-NO LINING UP AT THE DOOR OR OUT EARLY.

Seating plans will be used for attendance. Variations will be used for class work, etc. (Specifics are up to individual teachers).

-Game time will be (at least initially) scheduled by teachers.

Work for the week is due Thursday.

-If absent Thursday - Friday
-If absent Thursday + Friday - Monday

(Provided absence is excused)

EFFORTS WILL BE MADE TO CONTACT STUDENTS' PARENTS FOR POSITIVE REASONS AT THE BEGINNING OF THE YEAR

Teachers will follow Glasser's "1 - Steps to Discipline" approach.[1] Steps 1-7 will be followed within the classrooms. Steps 8-10 will be followed in cooperation with the vice/principal. Then a student is referred to the vice/principal, he/she will be responsible for writing out a.) what happened to him/her, and b.) what they intend to do to change the situation. For more details, see handout in participants' folder.

[1] See Glasser's: STEPS TO DISCIPLINE APPROACH: pp. 32 of this report.

SKILLS COVERED IN THE FIRST MARKING PERIOD

In class:
- Listening
- sharing feelings
- sharing opinions
- repeating what others said
- self-awareness
- organizing work in time
- helping others
- self-discipline
- self-pacing
- following directions

Thinking:
- Recognizing different approaches to thinking (i.e. economists vs. anthropologist)
- Focusing on a specific issue
- Recognizing issues of personal interest in different social sciences (psychology vs. economics)
- Generating problems
- Formulating questions
- Finding evidence to support opinions
- Distinguishing opinion from facts
- Evaluating one's own knowledge and its sources (i.e. "My Mistaken Ideas About Africa")
- Distinguishing literal meaning from symbolic meaning
- Assuming a role of a social scientist

Reading:
- Note taking: selecting, shortening, stating
- generating questions
- focusing on issues vs. focusing on details
- relating reading to other activities in class
- using reading assignments to study for tests
- using readings for essays
- using readings in doing worksheets

Writing:
- Defining
- Comparing and contrasting
- Spelling
- "I" oriented essays
- introduction and conclusion (opening and closure)
- using notes
- proof reading
- using new words
- punctuation
- using dictionaries
- shaping of paragraphs
- choosing topics

Vocabulary:
- values and words
- relations between words:
  - recognizing similarities
  - recognizing differences
  - recognizing <u>roots</u>
- using roots to understand difficult words
- using context to understand difficult word-attack
- generating lists of words useful in certain approaches to thinking (psychologist's word bank)
- defining concepts and issues

Library:
- Using catalogue
- Using reference materials
- Using reader's guide
- Using <u>SUBJECT HEADINGS</u>
- Finding articles through reader's guide

FIRST CONTRACT

Until October 6 we did not use a contract system, but students were expected to have completed the following assignments:

1.	Folder	20 pts.
2.	Notebook (kept up to date)	10
3.	Essay: World, Life, People	15
4.	Essay: My Place in the World	30
5.	Reaction to the film: Legend of the Magic Knives	20
6.	Test	100
7.	For any assignment marked 'excellent'	10 extra
8.	Class behavior (timeliness, neatness, listening, participation, helping others, effort, interest)	55

TOTAL (possible pts. up to October 6)

Beginning on October 10, the following contract is in effect:

A = 800 pts.
B = 650 pts.
C = 500 pts.
D = 300 pts.

ANYTHING BELOW 300 pts. IS A FAILURE, EVEN IF IT IS 299 pts.

A student cannot earn more than 125 in one week because I cannot evaluate more than a certain number of assignments each week.

A student must redo and correct any work on which the word 'conditional' is written next to the number of points.

POSSIBLE PROJECTS

1)	Weekly report on class work - minimum one page	50 pts.
2)	A journal of current events - each article w/comments	15
	a journal of min. 7 articles	150
3)	Reactions to films and filmstrips - min. one page	20
4)	Vocabulary Work	
	a) a list of five new words with definitions: each word is used in one sentence.	35
	b) a puzzle - min. 10 words	40
	c) alphabetical vocabulary of a social scientist of your choice handed in at the end of the marking period on index cards (min. 30 words with definitions). This is called a WORD BANK.	100
	d) a list of words related to the weekly cue word - min. 5	15
5)	A question you think is really important (in relation to what we studied in a given week)	10
6)	Illustrations which support your work as a social scientist, for example, Small	15
	GRAPHS, MAPS, MOBILES, COLLAGES, POSTERS, SONGS, Large	25
	POEMS, DISPLAYS, BULLETINS	
7)	Class presentation (min. 5 min.)	15
8)	Book report of an approved book	100

9)	Each test	100 pts.
10)	Good weekly participation in discussions	
	Good weekly listening	10
11)	A word game using the words from class word banks	25
12)	A game based on our knowledge about other societies	50
13)	Anything marked 'excellent'	10 extra

[1]GLASSER'S: STEPS TO DISCIPLINE APPROACH

The ten step approach can be divided into three parts. In the first three steps, you use the process of Reality Therapy to look at how you are dealing with disruptive students. Steps Four through Seven are used by you with the student who is having difficulty. And, the eighth, ninth and tenth steps bring in resources within the school and/or community.

Step One

Set aside some quiet thinking time for yourself. During this time, choose a student who is an on-going discipline problem. In this initial stage of learning the technique, try not to focus on the worst student in your class. Build in a chance for success by choosing someone you think you could be successful in helping. Make a list of the things you currently do when this child is disruptive. In other words, ask yourself this question, "What am I doing?" Your list may surprise you because we often are not as aware of our behavior as we think we are. Regardless of any surprise, be honest and list the things you usually do even if they are things like yelling, threatening, ignoring, being sarcastic and/or hitting.

Step Two

Analyze your list carefully and ask yourself, "Are these techniques working?" Probably your answer will be, "No, they are not. The student's behavior keeps repeating itself and often things get worse." If your answer parallels the above in any way, you should seriously consider

stopping these behaviors. You are spinning your wheels and digging a deeper hole which will become increasingly difficult to get out of. So, make a commitment that you will not use any of the responses on your list the next time a problem develops unless these things correspond to the procedures suggested in Steps Three through Seven.

Step Three

Make a small, practical plan that will help your student have a better day tomorrow. This step is founded on the old adage that, one ounce of prevention is worth a pound of cure." When you initiate your plan it should positively say to the student, "You are special, I care about you." The plan can be a pat on the back, a special errand, a homemade cookie or any other thing that gives the student an indication of your personal concern for him. Continue these little plans, but don't expect to be repaid immediately. The student didn't become "nasty" overnight nor will he become a model of responsibility in one or two days. In fact, in some exclusive cases, the student may reject you even more strongly than before. You must stay calm and be persistent. Treating your most difficult students well, will eventually lead to their behaving better.

Step Four

When a problem occurs, and you have done Steps One, Two and Three -- especially Step Three -- then just say to the student, "Please stop it."

This is the same thing you have done before, but you have done it in conjunction with Step Three. The improved relationship you have with your

student will now help him to do as you want.

Step Five

Step Four isn't working. Now, ask the student two questions, "What are you doing?" and, "is what you are doing against the rules?" If the student says nothing or refuses to answer the questions, shift slightly and say, "This is what I saw you doing, and it is against the rules." Again, in conjunction with Steps One, Two and Three, asking these simple questions may be all you need to ask. These questions are especially effective with younger children, but they are also powerful when used with older students.

Step Six

Repeat Step Five briefly, and then when that doesn't work tell the student very firmly, "We have to work this out. We've got to come up wich a plan for you to follow our rules."

At this point you have to make some time available to talk with the student about this brief simple plan. It may be that your student will stop the behavior if you say, "We will work it out later." But, some time has to be made available.

Even though this takes time it is our experience that the time expended is usually much less than the time teachers now spend with procedures that don't work.

A response by one student: "Why don't you just punish me so I can go back to class? I hate being responsible for a plan." Whitter Jr. High, Westland, MI. 1977.

The plan has to be more than just, "I'll stop it." It has to be a positive action plan that helps the student move toward responsible behavior. In order to work, the plan should be short term, specific and simple. In the beginning you may have to put many of your ideas into the plan because this process will be unusual to the student. Gradually as the student gains strength, he will make more contributions to the plan. The more the student considers the plan his own, the better it will work.

Step Seven

The student disrupts again, and because of repeated use of all of the previous steps, you are sure that their further use will not work. It is now time for the student to be isolated or "timed out." This decision to "time out" may be entirely made by you or else it may have been established as a reasoned/natural consequences at the conclusion of your planning conference from Step Six. "Timing out" is done right in the immediate classroom in elementary schools or the immediate classroom area in junior or senior high schools. In the elementary classroom, you need to create a place where students can sit comfortably. Perhaps an overstuffed chair or a cushioned area on the floor or the corner of a loft. This place should be a place where other students who are not having a hard time would choose to visit during spare time activities. In secondary schools a table and chair arrangement is often set up in an unused portion of an open space area, or a desk is set up in the hallway within viewing distance of the door.

In either situation, the student knows that he or she is no longer

involved in active participation in the class. Students may listen, but may not take part in classroom activities until they have devised a plan for following the rules, informed you of the plan and made a commitment to follow tha plan if it is mutually agreed upon by you and the student. The other rule that is mandatory at this point is that if the student disrupts while he is in isolation, his only alternative is to be excluded from the classroom or quiet area.

Discipline referrals to principals were greatly reduced. Teachers used Reality Therapy to handle most discipline problems themselves. Pennsylvannia Department of Education. Harrisburg, Pennsylvannia, 1975.

Step Eight

In-school suspension is the next step. You have been patient, you have bent over backwards, but you can't continue to teach with a constantly disruptive student; it's not fair to you or the other students, and for that matter, it's not really fair to the disruptive student either because he is not learning and is not gaining success identity. At this step, there are no questions to be asked. Make this statement, "Things are not working out for you here. You and I have tried hard to work out the problem but now it's time for you to spend some time outside of the class and perhaps talk with some other people. Please report to the principal's office." (or counselor's office, or in-school suspension room or whatever name you have for your place).

The in-school suspension place should be set up along the same lines as the in-class "time-out" place. That is, it should be a not uncomfortable, non-punitive place which is staffed by someone who communicates the basic

ideas to the students that, "We want you to be in school. We want you to be in class, but we expect you to follow our reasonable rules. As soon as you have a plan as to how you can return to class and follow the rules, let me know and we'll help you return to your room. If you need help with your plan, let me know and I'll help you." Helping out on the plan usually means asking more questions. First, you have to ask, "What did you do?" And next, "What kind of a plan can you make to do better?" At this stage, you should be prepared for a lot of excuses and blaming and talking about making a plan, but be patient, even if it takes a day or two or three. If the student says, "But, I'm getting behind in my work," you should respond, "Yes, I see that, and that does present a problem for you. Please feel free to do your school work right here. But, you cannot go back to the class until you have a plan." You have to help the student understand that there are really only two alternatives: return to class and follow reasonable rules--or continue to sit here and be outside of class. Most problems can be worked out in a day or less.

Discipline referrals dropped by 14% and suspension by 41% in one year. Springfield, IL 1975.

If, more than one day is required, the parents should be notified that their son or daughter is not in class. Sometimes a week or more is required. In one high school in Texas, a student sat for two months, but when he finally decided to return to class, it was a decision that he did not go back on. And, although his school work suffered, he perhaps learned one of the most important things we all have to learn: We need to be responsible for our own behavior and we all have the power to behave

in a way which is beneficial for us and those we live and work and learn with.

Step Nine

If any student is totally out of control and cannot be contained in an in-school suspension room or office, the parents must be notified and asked to take their child home. Further, both the parents and the students should be told that tomorrow is a new day. You can do this by saying. "We would like your son to return and to stay with us as long as he maintains reasonable behavior. When his behavior goes beyond reasonableness, your son will again be asked to go home." If behavior is reasonable, it's back to Step Eight. If every teacher and administrator in your school follows these steps consistently, and if you have a good school, a place where students enjoy being, then less than one percent of your students should ever get to Step Nine. And it would be an even more rare case for a student to get to Step Ten.

Step Ten

Any student who continually is unsuccessful in Step Nine, must stay home permanently or be referred to some other community agency. Even juvenile hall is a possibility as a last resort. Though it sounds harsh, remember that sometimes this will finally jolt the student awake, and he will then be ready to plan a way to return to school. If the student is in juvenile hall perhaps the judge can be pursuaded to try letting him come back to school on a tolerance day. The student should always be welcome to return to school from home, the juvenile hall, or any other

agency, but not unless a specific plan and commitment has been made to follow reasonable rules. Remember that Step Ten is for a very rare student but when a student can no longer make it in school, this step must be used.

Early Results

The following summations were compiled and published in January of 1976. We repeat them here because they are based on research and evaluation that was initiated by the schools or districts involved with Glasser's Approach to Discipline. The "later results" we are reporting in this paper were solicited by Dr. Glasser and the Educator Training Center.

Borgers, Bill, Report to Educator Training Center on progress of the SWF program at the Jersey Village High School, Houston, Texas.

> The Jersey Village High School is on the outskirts of Houston. It has been involved in the application of Reality Therapy and Schools Without Failure concepts for over three years.
>
> Mr. Borgers, the principal, reports that in one semester the second-time discipline offenders decreased by 88% and that there had been a reduction of over 90% in fighting since the beginning of the program. He also reports that prior to the introduction of Realty Therapy practices, the average drop-out rate for 9th-12th grade students was 18%. In the 1975-76 school year, the drop-out rate had been reduced to 6.3%.

Masters, James R., et al. The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes. Pennsylvannia Department of Education, Harrisburg, Pennsylvannia, 1975.

> A two-year evaluation of William Glasser's Schools Without Failure (SFW) program was carried out in the New Castle School District in Pennsylvannia. In the first year 10 elementary

schools were paired on the basis of size, socio-economic status and past achievement of pupils. One school of each pair was randomly assigned to begin teacher-training and implementation of the SWF program; the other school of each pair became a control school, continuing to operate as it had in the past.

The results of the study indicated that, by the end of two years, rather major changes had taken place in teacher classroom behaviors. Discipline referrals to principals were reduced greatly; teachers were able to use Reality Therapy to effectively handle most discipline problems by themselves.

Fafoglia, Otto, Report to Educator Training Center on Discipline as a Result of the SWF Program. Springfield, Illinois, 1975.

At one middle school alone, in an era where the statistics generally indicate increases in student referrals for discipline and student suspensions from school due to discipline problems, the student referrals for discipline decreased by 14% and student suspensions dropped 41% in one year. The number of days lost as a result of student suspensions decreased by 38%. This success is due in great part to new approaches resulting from the involvement in the Schools Without Failure program.

Elliott, Brownlee W. Project Glasser - First Year Final Evaluation Report, Wayne County intermediate School District. Detroit, Michigan, 1975.

IX. FORMS FOR EVALUATION

Leiter Student Performance Scale

Directions: Place a (✓) check at the point which best describes the special needs student performance in the areas below.

The special needs student:

(1) Follows an academic schedule with at least 90% accuracy:

1 2 3 4 5 6 7 8 9 10

(2) Moves from one classroom to another in the five minute time period allotted at least 90% of the time:

1 2 3 4 5 6 7 8 9 10

(3) Opens and closes the combination locks to lockers with at least 90% accuracy:

1 2 3 4 5 6 7 8 9 10

(4) Selects and purchases food in the cafeteria lines and passes to the eating area with at least 90% accuracy:

1 2 3 4 5 6 7 8 9 10

(5) Cooperates at least 80% of the time during class discussions and activities:

1 2 3 4 5 6 7 8 9 10

(6) Uses classroom materials and completes assignments with at least 70% accuracy in meeting teachers' demands:

1 2 3 4 5 6 7 8 9 10

TEACHER INTERVIEW FORM

Grade 6 and 8 Special Needs Teachers

1. Do you keep a folder containing biographical information on special needs students?
2. Do you acquaint and assist each of the special needs students with the seventh/ninth grade environment: lockers, cafeterias, schedules, teachers?
3. Do you assist the special needs students in ways to organize notebooks, assignments, classwork?
4. Do you acquaint each parent with the student's strengths and weaknesses in preparing for seventh/ninth grade demands?
5. Do you acquaint regular classroom teachers with the perceptual or perceptual motor handicaps of each special needs student.

TEACHER INTERVIEW FORM

Grade 7 and 9 Special Needs Teachers

1. Have you become familiar with the biographical data of each special needs student?
2. Have you acquainted each special needs student with the school facilities?
3. Have you met/talked with the parents of the special needs student to identify each demand that will be made?
4. Are you keeping a record of the special needs student's performance in the seventh/ninth grade?
5. Did you acquaint each seventh grade teacher with the perceptual/perceptual motor handicaps of each special needs student?
6. Did yoy acquaint each teacher in the regular program with the progress each of the special needs students is making in adjusting to the school facilities?

Parent Checklist

Directions: Place a (✓) check at the point which best indicates your answer to the following questions.

(1) To what degree did you complete a schedule of daily tasks? Circle the number on the scale which is most representative. One indicates total involvement with ten indicating no compliance.

1 2 3 4 5 6 7 8 9 10

(2) To what degree did you keep records of daily tasks completed?

1 2 3 4 5 6 7 8 9 10

(3) To what degree did you attend conferences with the special needs teachers every two weeks to review your child's progress regarding daily tasks?

1 2 3 4 5 6 7 8 9 10

(4) To what degree did you meet every three months with the regular classroom teachers and the special needs teachers to review your child's progress?

1 2 3 4 5 6 7 8 9 10

APPENDIX F:

THE SUCCESS-ORIENTED CLASSROOM: THE CONTRACTUAL APPROACH

VIII. SUCCESS-ORIENTED CLASSROOM: THE CONTRACTUAL APPROACH

Developed by Eva Pytowska and Nello-John Pesci, C. 1979

Developing a Group-Contract in a Content Area: Worksheet:

1. Assume that you have decided to establish one of your courses as success-oriented--contractually based course. Which course (of those you are presently teaching) would you consider introducing the contract to at first? Consider the following variables: class size, time of the day, level of difficulty, the amount of supplementary materials you have for the course, etc. MAKE IT EASY FOR YOURSELF WHEN YOU ARE TRYING OUT A CONTRACT FOR THE FIRST TIME.

   Name of the course: Approx. class size:

   Time of the day: Level of difficulty:

   Do students need to be more motivated in this course? Yes No Somewhat

2. What are the five major goals you and your students are working towards in this course? Please include social, intellectual, as well as affective goals, i.e. not just goals that are content-oriented.
   a)
   b)
   c)
   d)
   e)

3. What are the many different tasks you expect your students to fulfill during the semester?
   Make a 'laundry-list' of tasks, i.e., lab reports, word bank, worksheets, book reports, land reliefs. visual aids, photos, journals, diaries, tests, quizzes, research papers, etc., etc., etc.)
   a)
   b)
   c)
   d)
   e)
   f)
   g)
   h)
   i)
   j)
   k)
   l)
   m)
   n)
   o)
   p)

   Of the tasks you listed above, separate out the more long-term vs. short-term tasks, the main vs. the supportive tasks, the products vs. sub-products, i.e.

Long-term (over one week to complete) Main tasks Main products		Short-term (under one week to complete) Supportive tasks Sub-products
	POINTS	POINTS
Lab report		Experimental design, hypothesis, outline, etc.
Word bank		Vocabulary work sheet
Table lamp		Tools inventory
Book report		Bibliography page, title page, introduction
Programmed instruction booklet on fractions		Specific pages, self-corrective page, etc.
Group project		

4. Attach point values to tasks for grade determination, based on, i.e., length of time task requires, degree of difficulty, students' familiarity with a task, the degree to which each task reinforces the basic skills which you are trying to teach, etc.,
   Note: The basic idea is to make it possible for all students to pass the course if they only try; however, the easier the tasks a student chooses for h/herself, the more tasks such a student should need to complete for a grade. IT MUST BE POSSIBLE TO REACH AN A BY COMPLETING A LARGE QUANTITY OF SMALL/SIMPLE/SHORT TERM TASKS. Use previous page to record the points next to tasks.

5. Establish the number of points required for each letter grade, i.e., A=500 pts., etc.
   Alternately, you can begin by establishing task requirements for each letter grade, and then figuring out the points, i.e.,
   A=Book Report, 5 Worksheets, One Visual Aid, One Class Presentation, etc.

   This is the most difficult part of building up a contract. Check the point requirements over a number of times to make sure that they truly reflect the goals you listed under number 2 above.

   If one of your goals is to increase the level of motivation of your students, you want to make sure that there are as many short-term tasks on your list, and that points assigned to such tasks make it possible to reach at least a B grade by doing something little every week.

A =	or	A =	B- =	
B =		A- =	C+ =	
C =		B+ =		
D =		B =		etc.

6. You have to now make a very important decision.
   How are you going to deal with the points students earn on tests and quizzes? Below you will find some options:

   a) Make quizzes and tests optional BUT assign significantly large number of points to such tasks, so that by 'volunteering' to take tests and quizzes the students will be able to cut down their work load by at least one fourth or one third.

   b) Make it clear that all quizzes and tests on which a student scores less than a certain cut-off limit will have to be re-done, i.e., Tests = 150, below 100 pts. tests must be redone, above 100 pts. the points earned are added on the contract log.

   c) If a student retakes a test and still does not reach a set cut-off point, you will have to decide how to deal with such a situation on an individual basis, i.e.
      - lower the criterion level to meet the student's ability level and then slowly increase it back to the group criterion;
      - consider alternative way of testing such as oral, unlimited time, take-home, in a small-group, with a buddy, on a computer, with a calculator, etc. (If a student has an IEP, consult the IEP for suggestions on how to test);

- waive the test requirement for the student for a limited time during which the student will be tutored in test-taking skills, etc.

- check the student's contract to see as to whether the tasks which the student has chosen for h/herself are conducive to practicing those skills which are blocking the student from successful test taking. If the contract doesn't reflect tasks which are of remedial nature for this student, you may have to counsel the student to alter his/her choice.

d) Build activities which reinforce test-taking skills into the list of tasks included in your contract. Offer a special point prize to those students who have difficulty with taking tests and choose the test-taking tasks on their contracts.

e) Eliminate tests and quizzes. Instead, build in all those skills which you want to test a student on into the evaluation of their specific tasks, i.e. requiring students to rewrite those essays which contain factual mistakes; requiring students to redo those projects which they accomplished with inappropriate tools, etc.

UNDER NO CIRCUMSTANCES SHOULD YOU AVERAGE THE TEST/QUIZ POINTS INTO THE REST OF THE POINTS YOUR STUDENTS GAIN WHILE WORKING ON CONTRACTS. THIS DESTROYS THE IDEA OF COMPETENCY BASED/NON-FAILURE APPROACH. STUDENTS SHOULD NOT BE PUNISHED IF THEY 'FAIL' TESTS BECAUSE THEY WILL REFUSE TO TAKE TESTS AND/OR CUT CLASS ON THE DAYS OF TESTS, etc., etc., etc.,.....

7. GO BACK OVER YOUR CONTRACT. Does it satisfy your needs? Will it satisfy the students needs?

a) Does it make those tasks which most reflect your goals in #2 above most attractive to the students? For example, if you want your students to improve their writing skills, do written assignments/tasks have a higher point value than worksheets and graphs?

b) Do you want to set up specific limits on any aspect of the contract, i.e. the maximum number of points one can gain in one week; the number of weeks a student has to complete any tasks marked 're-do', etc.?

8. FINALLY: Decide how much time you are going to give to your students to work on their contracts in class.
If, for example, you allow two periods a week for such work, you will use those two periods to assist students on individual basis, to counsel them, to tutor them in small groups, etc.

READING WORKSHOP 'WORKING PAPERS': ENCLOSURE A

Elements of Success-Oriented Classroom Model:

S t u d e n t - O r i e n t e d	T e a c h e r - O r i e n t e d
Set own goals (within parameters).	Clarify expectations.
Choose tasks through which long-range goals can be met (within parameters). Choose topics through which tasks are accomplished.	Clarify task/topic options -teach skills needed to accomplish tasks. -teach content needed to accomplish tasks.
Know consequences of specific behaviors. -Know how to avoid unwanted behaviors. -Know why to avoid certain behaviors. -Are not subject to punishment.	Specify consequences of behaviors. -Set limits. -Monitor behaviors. -Carry out necessary strategies. -Counsel students. -Do not administer punishments.
Strive for self-improvement. -Know which areas to improve in. -Learn how to improve. -Have help available. -Are free to learn through mistakes.	Evaluate students based on individual improvement -Evaluate task completion. -Set individual quality standards. -Do not compare students. -Do not fail students for making mistakes.
Have time to work on projects in class. -Learn to respect others' time and space. -Learn to value own time and space. -Cannot blame circumstances for failure.	Have time to work with individual students in class. -Establish 'my time/your time' system. -Respect students' time. -Demand respect for own time -Do not buy into "victim" syndrome.
Learn that content-mastery is beneficial to them. -Better test scores mean less work. -Higher quality means less work.	Are free to use tests in multiple ways: -As diagnostic tools. -To teach test-taking skills -To evaluate content-mastery -No need to water tests down because students are not afraid to fail.
Learn to be flexible and to expect and accept change. -Learn to understand different grading systems. -Learn to work on different contracts.	Change/Redesign contracts to bring about more advanced behaviors. (more composite behaviors) and higher expectations for content and skill mastery.

ENCLOSURE A cont...

Contract logistics, cont.

7. Behavior management is included in the group contract under a separate category.

8. More advanced contracts will introduce more composite behaviors as one, for example: in a more advanced contract attendance, punctuality, bringing in notebook/pencil, text and active listening and participation may all be clustered under the category of 'participation' and assigned an all/or/nothing value, whereas in previous contracts each specific behavior could be reinforced separately.

9. Students will be allowed to set own goals. If a student chooses to fail the course, h/she will be allowed to do so in freedom and peace; provided, however, that this student cannot disturb other students and the teacher.

10. It follows that if a student chooses to waste a "your day" h/she will be allowed to do so, provided that the same is true as in point 9 above.

11. A distinction is being made between students who choose to fail and students who do not know or understand how they can succeed under the contract system. "Slow understanders" will be afforded much opportunity to have individual sessions with their teachers, including sessions devoted to goal-setting, choosing of tasks, calculation of points in relation to weekly task requirements, understanding of the role of tests, etc..

    Note: It is possible that some students who truly do not understand the contract system will hide under an "I choose to fail" posture. Therefore it is important not to form judgments too quickly, and to always allow students who "choose to fail" to approach the teacher and ask for help.

12. "Allowing a student to fail" means true and unfaked indifference to their choice. It involves no sarcasm, nor pointing out, nor ridiculing. It involves no punishment except for the originally stated consequences of specific behaviors. When a student who "chooses to fail" is sent out of class due to acting-out behavior, the disciplinary referral should specify the correct behavior, i.e. disturbing others and should not mention "doing no work."

13. Students will have own folders in each course, including quarterly and weekly evaluation sheets. It is important that students keep a tab on their own points - separate from the teachers' records.

ENCLOSURE A cont...

Contract Logistics:

1. Will not start until approx. end of September:
   -each Team member will know other members' contracts.
   -each Team member will adapt the contract to h/her own needs, content requirements, personal teaching style, etc..

2. Will be re-negotiable on quarterly basis in order for this ninth grade program to successively approximate a "typical" Reading High classroom/course, thus enabling the students to experience success on an on-going basis.

3. Quality of student performance will be shaped through individual evaluations.
   -students can correct/redo own work.
   -skill exectations are the same in all courses.
   -all students are expected to grow and improve, regardless of the grade they are striving for (i.e., choice of goals affects only quantity never quality of work).

4. Specific parameters are set on the group contract through weekly point limits.

5. Contract categories under which tasks fall will be uniform in all classes, i.e.
   -Reading-Related Task Categories:
   Writing
   Speaking (Oral)
   Representing (Graphic)

   -Special Tasks Category:
   Vocabulary
   Research (incl. library skills)
   Planning (Projects requiring planning)
   Test-Taking

   Note: This is a tentative plan. The point is to reinforce the concept of reading as all inclusive and highly relevant.

6. Topics falling under various task-categories will change on weekly/monthly basis, and will be content-related. A choice of topics under most categories will assure that students who have not developed lower-level skills will not be forced into skill-areas which they lack prerequisites for. For example, topics falling under the category of writing in a given week may stress skills such as:

   -describing -comparing
   -stating -contrasting
   -defining -debating
   -summarizing -discussing

   in relation to a single issue, such "Faces of democracy in the U.S.A."

ENCLOSURE A cont..

Contract logistics, cont.

14. Superior work will be awarded bonus points (this is a set number of points built into each contract). This will encourage students who are more motivated and self-starters to strive for high quality work. It also emphasizes the "economy" aspect of the contract system.

15. Teachers will not lower the required number of points for each grade once a contract has begun. Instead, they will give students either extra "your days" or opportunity to complete special projects on "my days." For example, on a day following the democratic primary, the teachers can announce a special discussion day and afford the students an opportunity to gain extra points.

16. Points gained through tests will be initially added in (first contract). In the last contract, cut-off points will be set for each grade criterion, and students will be required to reach cut-off level or to retake the test. (This plan and its appropriateness will be discussed and evaluated before introduction of changes. Other options are possible.)

ENCLOSURE B: SKILL AREAS IN RELATION TO TASK REQUIREMENTS IN THE CONTRACT OUTLINE

R = required
V = optional

READING RELATED TASKS

Skill Area	Task Category	Points	Subject Areas: Business	English	Social Studies
Skills Classroom Procedures	Attendance and Punctuality	5			
	Text, Notebook, Pencil	5			
	Class Performance	20			
WRITING SKILLS	READ-ING-RELATED TASKS				
	Weekly Report on Class Work				
	Letters				
	Reaction to Readings, Films,				
	Precis Lectures, etc.				
	Outlines				
	Summaries				
	Journals/Diaries				
	Questions				
	Book Report				
ORAL and Communication Skills	Oral Presentations				
	Tapes				
	Poems (recited)				
	Songs				
	Oral Reading (Volunteering)				
	Humor, Puns				
	Skits				
	Role Playing				
Reading/Observation/ Classification/Main Idea/ Representation/Fact/Opinion	Graphic Work:				
	Maps				
	Graphs				
	Charts				
	Models				
	Mobiles				
	Relief				
	Collages				
	Photography				
	Videotape				
	Overheads				
	Bulletin Board Display				
	Illustrations				
	Posters				
	Comic Strips				
	Cartoons				
	Games				

ENCLOSURE B: CONTINUED

SPECIAL TASK CATEGORIES

Skill Area	Task Category	Points	Subject Areas: Business	English	Social Studies
Vocabulary Skills (required category)	VOCABULARY:				
	End of week report				
	Use in notebook				
	Use in sentences				
	Use in essays				
	Puzzles				
	Charts				
	Games				
	Quiz (Make and take)				
	Word Bank				
Test-Taking Skills Spelling	SPELLING:				
	Packets (Rule acquisition and application)				
	Quizzes				
	Games				
	TEST-TAKING:				
	(Exams, Tests, Quizzes) MAKE AND TAKE				
	Study Plan				
	Use of notes				
	Asking Questions				
	Related Vocabulary				
	Test-taking skills practice packet				
Planning Skills/and Social Skills	Projects Requring Planning:				
	Group projects				
	Current Events Journal				
	Diary (Poems, prose, songs, graphic)				
	Careers project				
	Inquiry into Problem				
	Class Lesson				
	Debate				
	Drama				
	Country Project				
	Oral History				

ENCLOSURE B: CONTINUED

SPECIAL TASK CATEGORY

Skill Area	Task Category	Points	Subject Areas: Business	English	Social Studies
RESEARCH SKILLS	I. Topic Selection II. Notes from notecards III. Outline IV. Final Product				
	Library Worksheets Bibliography Workshop Notetaking Worksheet Outline Worksheet Related Vocabulary Worksheet				

ENCLOSURE C.

Classroom Management Category - First Contract:

Attendance and Punctuality, 5 days a week:
Earned points: 5
Pencil, Notebook and Text, 5 days a week:
Earned points: 5
Class Preparedness (Homework): Reading for all 'teacher's days' and Special days
Earned points: 10
Performance in Class Activities: Evident all week
Includes minimally: Listening to teacher and students, notetaking, reading, contributing in discussions, positive interaction with peers.
Proof of participation is student-initiated, i.e. "the following extra project is a proof of my participation this week."
Negative group behavior at any time in the week precludes the possibility of earning points in this category. This means that students cannot earn "performance in class" points if they made fun of other students, even if they have proof of participation.
Earned points: 20

Added features:

-There are no negative points involved. Points are either not earned, or (step #2) earning power is lost (based on percentage of days missed).

Note: Step #2 has legal implications. Check out + clear with Charlie final arrangements.

Care of classroom equipment and clean-up will be expected in all classes. Specifics are up to individual teachers.

-NO LINING UP AT THE DOOR OR OUT EARLY.

Seating plans will be used for attendance. Variations will be used for class work, etc. (Specifics are up to individual teachers).

-Game time will be (at least initially) scheduled by teachers.

Work for the week is due Thursday.
-If absent Thursday - Friday
-If absent Thursday + Friday - Monday

(Provided absence is excused)

EFFORTS WILL BE MADE TO CONTACT STUDENTS' PARENTS FOR POSITIVE REASONS AT THE BEGINNING OF THE YEAR

Teachers will follow Glasser's "1 - Steps to Discipline" approach.[1] Steps 1-7 will be followed within the classrooms. Steps 8-10 will be followed in cooperation with the vice/principal. Then a student is referred to the vice/principal, he/she will be responsible for writing out a.) what happened to him/her, and b.) what they intend to do to change the situation. For more details, see handout in participants' folder.

[1] See Glasser's: STEPS TO DISCIPLINE APPROACH: pp. 70 of this report.

SKILLS COVERED IN THE FIRST MARKING PERIOD

In class:
- Listening
- sharing feelings
- sharing opinions
- repeating what others said
- self-awareness
- organizing work in time
- helping others
- self-discipline
- self-pacing
- following directions

Thinking:
- Recognizing different approaches to thinking (i.e. economists vs. anthropologist)
- Focusing on a specific issue
- Recognizing issues of personal interest in different social sciences (psychology vs. economics)
- Generating problems
- Formulating questions
- Finding evidence to support opinions
- Distinguishing opinion from facts
- Evaluating one's own knowledge and its sources (i.e. "My Mistaken Ideas About Africa")
- Distinguishing literal meaning from symbolic meaning
- Assuming a role of a social scientist

Reading:
- Note taking: selecting, shortening, stating
- generating questions
- focusing on issues vs. focusing on details
- relating reading to other activities in class
- using reading assignments to study for tests
- using readings for essays
- using readings in doing worksheets

Writing:
- Defining
- Comparing and contrasting
- Spelling
- "I" oriented essays
- introduction and conclusion (opening and closure)
- using notes
- proof reading
- using new words
- punctuation
- using dictionaries
- shaping of paragraphs
- choosing topics

Vocabulary:
- values and words
- relations between words:
  - recognizing similarities
  - recognizing differences
  - recognizing <u>roots</u>
- using roots to understand difficult words
- using context to understand difficult word-attack
- generating lists of words useful in certain approaches to thinking (psychologist's word bank)
- defining concepts and issues

Library:
- Using catalogue
- Using reference materials
- Using reader's guide
- Using <u>SUBJECT HEADINGS</u>
- Finding articles through reader's guide

FIRST CONTRACT

Until October 6 we did not use a contract system, but students were expected to have completed the following assignments:

1.	Folder	20 pts.
2.	Notebook (kept up to date)	10
3.	Essay: World, Life, People	15
4.	Essay: My Place in the World	30
5.	Reaction to the film: Legend of the Magic Knives	20
6.	Test	100
7.	For any assignment marked 'excellent'	10 extra
8.	Class behavior (timeliness, neatness, listening, participation, helping others, effort, interest)	55

TOTAL (possible pts. up to October 6)

Beginning on October 10, the following contract is in effect:

A = 800 pts.
B = 650 pts.
C = 500 pts.
D = 300 pts.

ANYTHING BELOW 300 pts. IS A FAILURE, EVEN IF IT IS 299 pts.

A student cannot earn more than 125 in one week because I cannot evaluate more than a certain number of assignments each week.

A student must redo and correct any work on which the word 'conditional' is written next to the number of points.

POSSIBLE PROJECTS

1)	Weekly report on class work - minimum one page		50 pts.
2)	A journal of current events - each article w/comments		15
	a journal of min. 7 articles		150
3)	Reactions to films and filmstrips - min. one page		20
4)	Vocabulary Work		
	a) a list of five new words with definitions: each word is used in one sentence.		35
	b) a puzzle - min. 10 words		40
	c) alphabetical vocabulary of a social scientist of your choice handed in at the end of the marking period on index cards (min. 30 words with definitions). This is called a WORD BANK.		100
	d) a list of words related to the weekly cue word - min. 5		15
5)	A question you think is really important (in relation to what we studied in a given week)		10
6)	Illustrations which support your work as a social scientist, for example,	Small	15
	GRAPHS, MAPS, MOBILES, COLLAGES, POSTERS, SONGS, POEMS, DISPLAYS, BULLETINS	Large	25
7)	Class presentation (min. 5 min.)		15
8)	Book report of an approved book		100

9)	Each test	100 pts.
10)	Good weekly participation in discussions Good weekly listening	10
11)	A word game using the words from class word banks	25
12)	A game based on our knowledge about other societies	50
13)	Anything marked 'excellent'	10 extra

[1]GLASSER'S: STEPS TO DISCIPLINE APPROACH

The ten step approach can be divided into three parts. In the first three steps, you use the process of Reality Therapy to look at how you are dealing with disruptive students. Steps Four through Seven are used by you with the student who is having difficulty. And, the eighth, ninth and tenth steps bring in resources within the school and/or community.

Step One

Set aside some quiet thinking time for yourself. During this time, choose a student who is an on-going discipline problem. In this initial stage of learning the technique, try not to focus on the worst student in your class. Build in a chance for success by choosing someone you think you could be successful in helping. Make a list of the things you currently do when this child is disruptive. In other words, ask yourself this question, "What am I doing?" Your list may surprise you because we often are not as aware of our behavior as we think we are. Regardless of any surprise, be honest and list the things you usually do even if they are things like yelling, threatening, ignoring, being sarcastic and/or hitting.

Step Two

Analyze your list carefully and ask yourself, "Are these techniques working?" Probably your answer will be, "No, they are not. The student's behavior keeps repeating itself and often things get worse." If your answer parallels the above in any way, you should seriously consider

stopping these behaviors. You are spinning your wheels and digging a deeper hole which will become increasingly difficult to get out of. So, make a commitment that you will not use any of the responses on your list the next time a problem develops unless these things correspond to the procedures suggested in Steps Three through Seven.

Step Three

Make a small, practical plan that will help your student have a better day tomorrow. This step is founded on the old adage that, one ounce of prevention is worth a pound of cure." When you initiate your plan it should positively say to the student, "You are special, I care about you." The plan can be a pat on the back, a special errand, a homemade cookie or any other thing that gives the student an indication of your personal concern for him. Continue these little plans, but don't expect to be repaid immediately. The student didn't become "nasty" overnight nor will he become a model of responsibility in one or two days. In fact, in some exclusive cases, the student may reject you even more strongly than before. You must stay calm and be persistent. Treating your most difficult students well, will eventually lead to their behaving better.

Step Four

When a problem occurs, and you have done Steps One, Two and Three -- especially Step Three -- then just say to the student, "Please stop it."

This is the same thing you have done before, but you have done it in conjunction with Step Three. The improved relationship you have with your

student will now help him to do as you want.

Step Five

Step Four isn't working. Now, ask the student two questions, "What are you doing?" and, "is what you are doing against the rules?" If the student says nothing or refuses to answer the questions, shift slightly and say, "This is what I saw you doing, and it is against the rules." Again, in conjunction with Steps One, Two and Three, asking these simple questions may be all you need to ask. These questions are especially effective with younger children, but they are also powerful when used with older students.

Step Six

Repeat Step Five briefly, and then when that doesn't work tell the student very firmly, "We have to work this out. We've got to come up with a plan for you to follow our rules."

At this point you have to make some time available to talk with the student about this brief simple plan. It may be that your student will stop the behavior if you say, "We will work it out later." But, some time has to be made available.

Even though this takes time it is our experience that the time expended is usually much less than the time teachers now spend with procedures that don't work.

A response by one student: "Why don't you just punish me so I can go back to class? I hate being responsible for a plan." Whitter Jr. High, Westland, MI. 1977.

The plan has to be more than just, "I'll stop it." It has to be a positive action plan that helps the student move toward responsible behavior. In order to work, the plan should be short term, specific and simple. In the beginning you may have to put many of your ideas into the plan because this process will be unusual to the student. Gradually as the student gains strength, he will make more contributions to the plan. The more the student considers the plan his own, the better it will work.

Step Seven

The student disrupts again, and because of repeated use of all of the previous steps, you are sure that their further use will not work. It is now time for the student to be isolated or "timed out." This decision to "time out" may be entirely made by you or else it may have been established as a reasoned/natural consequences at the conclusion of your planning conference from Step Six. "Timing out" is done right in the immediate classroom in elementary schools or the immediate classroom area in junior or senior high schools. In the elementary classroom, you need to create a place where students can sit comfortably. Perhaps an overstuffed chair or a cushioned area on the floor or the corner of a loft. This place should be a place where other students who are not having a hard time would choose to visit during spare time activities. In secondary schools a table and chair arrangement is often set up in an unused portion of an open space area, or a desk is set up in the hallway within viewing distance of the door.

In either situation, the student knows that he or she is no longer

involved in active participation in the class. Students may listen, but may not take part in classroom activities until they have devised a plan for following the rules, informed you of the plan and made a commitment to follow tha plan if it is mutually agreed upon by you and the student. The other rule that is mandatory at this point is that if the student disrupts while he is in isolation, his only alternative is to be excluded from the classroom or quiet area.

Discipline referrals to principals were greatly reduced. Teachers used Reality Therapy to handle most discipline problems themselves. Pennsylvannia Department of Education. Harrisburg, Pennsylvannia, 1975.

Step Eight

In-school suspension is the next step. You have been patient, you have bent over backwards, but you can't continue to teach with a constantly disruptive student; it's not fair to you or the other students, and for that matter, it's not really fair to the disruptive student either because he is not learning and is not gaining success identity. At this step, there are no questions to be asked. Make this statement, "Things are not working out for you here. You and I have tried hard to work out the problem but now it's time for you to spend some time outside of the class and perhaps talk with some other people. Please report to the principal's office." (or counselor's office, or in-school suspension room or whatever name you have for your place).

The in-school suspension place should be set up along the same lines as the in-class "time-out" place. That is, it should be a not uncomfortable, non-punitive place which is staffed by someone who communicates the basic

ideas to the students that, "We want you to be in school. We want you to be in class, but we expect you to follow our reasonable rules. As soon as you have a plan as to how you can return to class and follow the rules, let me know and we'll help you return to your room. If you need help with your plan, let me know and I'll help you." Helping out on the plan usually means asking more questions. First, you have to ask, "What did you do?" And next, "What kind of a plan can you make to do better?" At this stage, you should be prepared for a lot of excuses and blaming and talking about making a plan, but be patient, even if it takes a day or two or three. If the student says, "But, I'm getting behind in my work," you should respond, "Yes, I see that, and that does present a problem for you. Please feel free to do your school work right here. But, you cannot go back to the class until you have a plan." You have to help the student understand that there are really only two alternatives: return to class and follow reasonable rules--or continue to sit here and be outside of class. Most problems can be worked out in a day or less.

Discipline referrals dropped by 14% and suspension by 41% in one year. Springfield, IL 1975.

If, more than one day is required, the parents should be notified that their son or daughter is not in class. Sometimes a week or more is required. In one high school in Texas, a student sat for two months, but when he finally decided to return to class, it was a decision that he did not go back on. And, although his school work suffered, he perhaps learned one of the most important things we all have to learn: We need to be responsible for our own behavior and we all have the power to behave

in a way which is beneficial for us and those we live and work and learn with.

Step Nine

If any student is totally out of control and cannot be contained in an in-school suspension room or office, the parents must be notified and asked to take their child home. Further, both the parents and the students should be told that tomorrow is a new day. You can do this by saying. "We would like your son to return and to stay with us as long as he maintains reasonable behavior. When his behavior goes beyond reasonableness, your son will again be asked to go home." If behavior is reasonable, it's back to Step Eight. If every teacher and administrator in your school follows these steps consistently, and if you have a good school, a place where students enjoy being, then less than one percent of your students should ever get to Step Nine. And it would be an even more rare case for a student to get to Step Ten.

Step Ten

Any student who continually is unsuccessful in Step Nine, must stay home permanently or be referred to some other community agency. Even juvenile hall is a possibility as a last resort. Though it sounds harsh, remember that sometimes this will finally jolt the student awake, and he will then be ready to plan a way to return to school. If the student is in juvenile hall perhaps the judge can be pursuaded to try letting him come back to school on a tolerance day. The student should always be welcome to return to school from home, the juvenile hall, or any other

agency, but not unless a specific plan and commitment has been made to follow reasonable rules. Remember that Step Ten is for a very rare student but when a student can no longer make it in school, this step must be used.

Early Results

The following summations were compiled and published in January of 1976. We repeat them here because they are based on research and evaluation that was initiated by the schools or districts involved with Glasser's Approach to Discipline. The "later results" we are reporting in this paper were solicited by Dr. Glasser and the Educator Training Center.

Borgers, Bill, Report to Educator Training Center on progress of the SWF program at the Jersey Village High School, Houston, Texas.

> The Jersey Village High School is on the outskirts of Houston. It has been involved in the application of Reality Therapy and Schools Without Failure concepts for over three years.
>
> Mr. Borgers, the principal, reports that in one semester the second-time discipline offenders decreased by 88% and that there had been a reduction of over 90% in fighting since the beginning of the program. He also reports that prior to the introduction of Realty Therapy practices, the average drop-out rate for 9th-12th grade students was 18%. In the 1975-76 school year, the drop-out rate had been reduced to 6.3%.

Masters, James R., et al. The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes. Pennsylvannia Department of Education, Harrisburg, Pennsylvannia, 1975.

> A two-year evaluation of William Glasser's Schools Without Failure (SFW) program was carried out in the New Castle School District in Pennsylvannia. In the first year 10 elementary

schools were paired on the basis of size, socio-economic status and past achievement of pupils. One school of each pair was randomly assigned to begin teacher-training and implementation of the SWF program; the other school of each pair became a control school, continuing to operate as it had in the past.

The results of the study indicated that, by the end of two years, rather major changes had taken place in teacher classroom behaviors. Discipline referrals to principals were reduced greatly; teachers were able to use Reality Therapy to effectively handle most discipline problems by themselves.

Fafoglia, Otto, Report to Educator Training Center on Discipline as a Result of the SWF Program. Springfield, Illinois, 1975.

At one middle school alone, in an era where the statistics generally indicate increases in student referrals for discipline and student suspensions from school due to discipline problems, the student referrals for discipline decreased by 14% and student suspensions dropped 41% in one year. The number of days lost as a result of student suspensions decreased by 38%. This success is due in great part to new approaches resulting from the involvement in the Schools Without Failure program.

Elliott, Brownlee W. Porject Glasser - First Year Final Evaluation Report, Wayne County intermediate School District. Detroit, Michigan, 1975.

APPENDIX G: STUDENT PROFILES

STUDENT PROFILES

Component A:

Student 1:

Very low Reading Skills. Repeated Grade Six. Low basic skills - good visual skills - poor auditory skills. Poor handwriting skills. Good effort - seeks extra help.

Test Scores: Key Math: 4.5
W.R.A.T. Reading: 3.6
W.R.A.T. Spelling: 3.0

Services: Attends special needs resource room 3 periods weekly.
Title I Reading Services 2 periods weekly.

Student 2:

Good effort and attitude. Low comprehension skills and memory. Needs to have assignments clearly defined.

Test Scores: Key Math: 6.0
Gates Reading Comprehension: 4.8
Gates Reading Vocabulary: 5.3

Services: Attends special needs resource room 3 periods weekly.

Student 3:

More capable than effort shows. Doesn't take responsibility for assignments - poor record for completing homework. Needs structure. Needs to improve self image.

Test Scores: Key Math: 6.5
W.R.A.T. Reading: 5.6
Slingerland: 23/31

Services: Attends special needs resource room 2 periods weekly.
Sees psychologist once weekly.

Student 4:

Needs consistent reinforcement, setting of goals, frequent checks to complete tasks. Works best when given individual attention or in a very small group. Does not attend to tasks in class. Lacks organizational skills. Homework often incomplete.

Test Scores: Key Math: 5.3
Gates Reading Comprehension: 5.4
Vocabulary: 5.0
W.R.A.T. Spelling: 6.0

Services: Attends special needs resource room 3 periods weekly.
Sees guidance counselor once weekly.

Student 5:

Very low reading and written expression skills. Poor visual skills - very strong auditory learner. Good verbal skills. Displays sporadic effort in class. Has auditory comprehension skills.
Test Scores: Key Math: 4.7
W.R.A.T. Reading: 3.6
Spelling: 3.3
Gates Reading Comprehension: 4.0
Gates Reading Vocabulary: 4.5
Services: Attends special needs resource room 3 periods weekly.
Title I Reading Services 2 periods weekly.

Student 6:

Good reading skills - enthusiastic, artistic, verbal. Sporadic effort and attention skills. Not always realistic about assignments or achievement. Haste leads to carelessness oftentimes. Disorganized with his materials.
Test Scores: Key Math: 5.5
W.R.A.T. Reading: 6.9
Spelling: 5.6
Services: Attends special needs resource room 3 periods weekly.
Sees guidance counselor once weekly.

Component B:

Student 1:

Many absences. Needs structured setting with clearly defined expectations. Follows through with homework assignments but they are generally disorganized. Has poor study habits.
Test Scores: Key Math: 7.0
W.R.A.T. Reading: 8.5
W.R.A.T. Spelling: 8.2
Gates Vocabulary: 8.3
Gates Comprehension: 8.6
Services: Attends special needs resource room 2 periods weekly.
Sees psychologist once weekly.

Student 2: Entered C.J.H.S. from another town this year. Excellent adjustment to the school. Has strong visual skills. Works well. Needs to build organizational skills. Has auditory memory deficits.
Test Scores: Key Math: 7.4
W.R.A.T. Reading: 7.0
Spelling: 6.6
Malcomesius: 21/24
Services: Attends special needs resource room 2 periods weekly.

Student 3: Showing good effort this year. Seems more conscientious and responsible for assignments and performance. Seeks help and responds well. Both visual and auditory memory skills are weak.
Test Scores: Key Math: 8.1
W.R.A.T. Reading Comprehension: 6.2
Vocabulary: 7.0
Services: Attends special needs resource room 2 periods weekly.

Student 4: Poor retention and reading comprehension skills. Auditory memory and sequencing skills weak. Needs to have directions for assignments in written form. Good effort but highly distractable.
Test Scores: Malcomesius: 38/39
Key Math: 7.0
W.R.A.T. Reading: 6.9
Spelling: 5.2
Services: Attends special needs resource room 5 periods weekly. Title I Reading services 3 periods weekly.

Student 5: Good effort - needs lots of encouragement. Quiet - lacks self confidence - has become more assured in approaching tasks recently. Written language skills need improvement.
Test Scores: Gates Reading Vocabulary: 6.3
Gates Reading Comprehension: 7.6
W.R.A.T Reading: 8.1
Math: 7.1
Spelling: 6.3
Services: Attends special needs resource room 3 periods weekly.
Sees psychologist two periods weekly.

Student 6:

Has made great strides in the last two years. Very conscientious - excellent effort. Needs to strengthen study habits and attend to tasks for longer periods of time.

Test Scores: Gates Reading Comprehension: 8.3
Vocabulary: 9.1
W.R.A.T. Spelling: 8.6
Key Math: 9.8

Services: Attends special needs resource room 2 periods weekly.

APPENDIX H: INDIVIDUAL EDUCATIONAL PLAN

Type of TEAM meeting: _____
Meeting date: _____
Plan covers the period from:
_____ to _____
Liaison name: _____
Liaison position: _____

Identification No.: _____
School: _____
Grade: _____
Student's dominant language: _____
Language of home: _____
Prototype: _____

INDIVIDUALIZED EDUCATIONAL PLAN

Student Name: _____ Birthdate: _____ Home Phone No.: _____

Parent(s) Name(s): _____ Address: _____ Work Phone No.: _____

TEAM PARTICIPANTS

Signature, if in attendance	Name	Role/Assessment Responsibility
		Chairperson/

I certify that the goals stated in this plan are those recommended by the TEAM and that the indicated services will be provided.

Principal: _____ (Signature/Date) Special Education Administrator: _____ (Signature/Date)

If placement outside the local education agency is recommended, I certify that the facility, _____ (Name/Address) is able to provide the services stated in this plan.

Director of Accepting Facility: _____ (Signature/Date)

RESPONSE – Circle one: Parent(s)/Guardian/Surrogate parent/or Student over age 18, sign next to your choice, and comment if you wish.

I accept the educational plan. _____ (Signature/Date)

I do not accept the educational plan. _____ (Signature/Date)

I postpone a decision until an independent evaluation is completed. _____ (Signature/Date)

Comments: _____

STUDENT PROFILE:

ADDITIONAL INFORMATION:

SPECIAL EDUCATION SERVICE DELIVERY: Type of Service	Focus on Objective Numbers	Type of Setting					Location	Personnel	Projected Date Service Begins	Frequency and Duration of Service per Day/Week	Total Hours per Week
		Class	Small Group	Individual	Regular	Special					
										Total hours of special education service delivery per week	

CRITERIA for movement to next less restrictive prototype:

IF OTHER THAN REGULAR, state the annual duration of program _____ days, daily duration of program _____ hours, and transportation plan:

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CURRENT PERFORMANCE LEVEL	GENERAL STUDENT CENTERED GOALS	PRIORITY NUMBER	TEACHING APPROACH AND METHODOLOGY MONITORING AND EVALUATION TECHNIQUES SPECIALIZED EQUIPMENT AND MATERIALS
240			241

Goal Number	Objective Number	SPECIFIC STUDENT CENTERED OBJECTIVES				